

University News

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—Imperatives of Performance Appraisal

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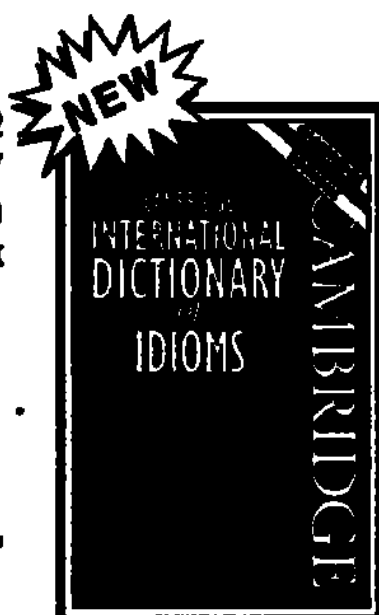
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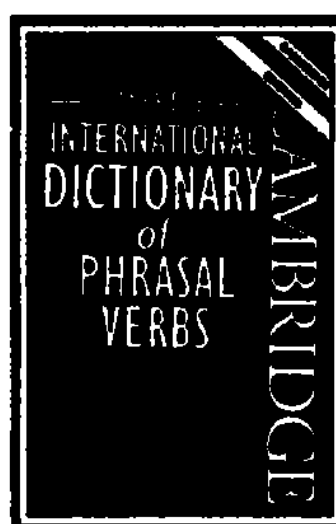
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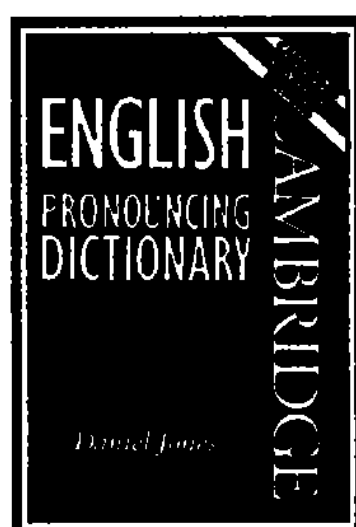
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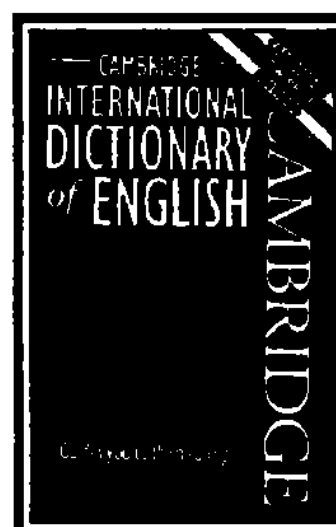
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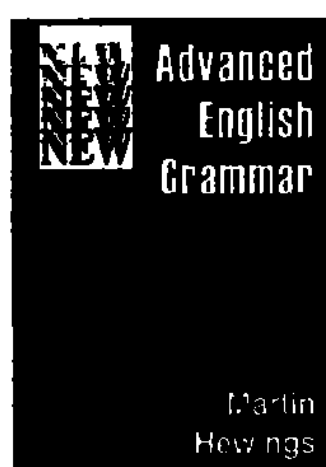


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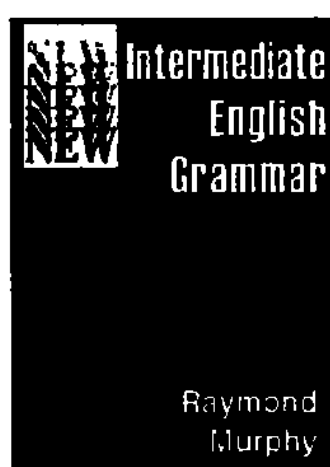
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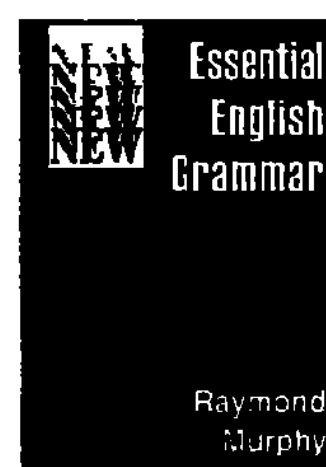
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SUTINDER SINGH

Mangalore University

— A Profile

Mangalore University plays host the 74th
Annual Meeting of the Association of Indian
Universities being held at Mangalore on
December 8-10, 1999

Preface

The Government of Karnataka took a major academic decision to establish two new Universities in Mangalore and Gulbarga in September, 1980 by amending the Karnataka State Universities Act, 1976. The Mangalore University Campus bears the poetic name Mangalagangothri. It is located about 20 k.m. to the south-east of the historic coastal town of Mangalore in the 350 acres of wavy plateau, bald hillocks and green valleys, watching the timeless union between the river Nethravathi and the Arabian Sea on the one side and the cloud-capped Western Ghats on the other. It grew out of the modest postgraduate Centre of Mysore University to become the citadel of an independent University.

In its triumphant decennial year the University made bold to propose a take-over of two government colleges at Mangalore and Madikeri to nurse them back to academic health, and by 1993 they had become its constituent colleges.

Curricular Aspects

There are 22 postgraduate departments on the University campus. They offer 27 Master Degree courses, 17 in the Faculty of Science and Technology, 7 in the Faculty of Arts, 2 in the Faculty of Commerce and 1 in the Faculty of Education and 2 P.G. Diploma courses. Apart from the conventional courses, non-conventional courses such as Materials Science, Bio-sciences, Marine Geology, Computer Software, Applied Botany, Applied Zoology, Applied Chemistry and Yogic Science are offered.

Conventional courses are regularly updated by improving their syllabi. Apart from classroom teaching, seminars, group discussions, field study, project works, internships are the other modes of learning processes.

Nearly 900 students study on the campus. Girls outnumber boys in most of the departments, the ratio being 5 : 4.

Faculty consists of 118 permanent teachers — 22 Professors, 40 Readers, 56 Lecturers — supplemented by inviting eminent scholars to serve as guest faculty.

The growth of Mangalore University from its inception in 1980 to 1995 is remarkable indeed. These are just a few indicators :

	1980	1999
Postgraduate Departments	7	22
Postgraduate Students	254	847
Ph.D. Awarded (Upto)	4	226
M.Phil. Awarded (Upto)	Nil	258
Affiliated Colleges	43	98+2
Undergraduate Students	17,773	53,521

The University has been the first in the country to start an undergraduate programme of study on Hotel Management, Fashion Design, Garment Design, Leather Design, Interior Decoration, Human Resource Development, Home Science and PG Diploma in Port Management. It is a pioneer in launching paramedical courses. It is one of the most important centres in the country today offering such paramedical courses as Physiotherapy, Speech and Hearing, Pharmacy, Radiography, Medical Lab. Technology, Nursing and Alternative Health Systems such as Ayurveda, Naturopathy and Homeopathy.

The university has attempted to provide greater thrust to vocationalisation of education, by introducing courses such as B.Sc. with Computer Application, Electronic Equipment Maintenance, Office Management, Secretarial Practice and Microbiology combinations.

Several colleges affiliated to the University have well endowed facilities for sports and games. To give a boost to the talent in the field and to coordinate and direct it a Masters Degree Programme in Physical Education and Sports has been launched in the University. Generally the syllabi are reviewed and updated once in three to five years taking into consideration CDC reports of the UGC.

Teaching, Learning and Evaluation Process

For each programme offered by the University the teaching/instruction hours generally account for 25 to 30 hours per week. This is being supplemented by guest lectures and special lectures by the visiting faculty.

The students are evaluated on the basis of their performance in the university examinations and continuous assessment during the course work. The internal assessment component is generally 20% of the total. performance in periodical tests, seminars, group discussions, assignments, field work, practical tests, industrial visits, etc are the basis for internal assessment.

The university conducts examinations, annual/semester, for the students in the affiliated colleges. Generally, 20% of the marks are assessed internally. Central valuation system is being followed for speedy and efficient management of evaluation. Transparency in the examination is sought to be ensured by providing for revaluation, retotalling, personal inspection and photo copies of answer scripts.

Audio, video and teleconferencing facilities are also available in the Central Library to augment the learning and teaching process.

Research and Consultancy and Extension

The University has kept itself abreast with frontline areas of research and new courses of study arising from social demands. In a span of 15 years the University has awarded over 200 Ph.D. and 250 M.Phil. degrees.

The University has been encouraging inter-disciplinary researches, reckoning the recent understanding of the subjects as having fewer walls. Some of the Major Research Projects undertaken in the Postgraduate Departments are :

Mac Arthur Foundation; DANIDA Environmental Research Project; DAE Research Project (Atomic Energy); DST Research Project (Science & Technology); DOD Research Project (Oceanic Development); Kaiga Research Project; Sharavathi Tail Race Project; ISRO Sponsored Research Projects; Coordinated Research Project on Western Ghats; UGC Project on Library Theory; Research on Tribal Development (Ministry of Social Welfare); Collaboration with the Project on the History of Karnataka; and a series of research projects on Folklore.

One of the outstanding achievements of the University is the establishment of a dialogue and initiation of specific areas of cooperation between the University on the one hand and industry, business, financial institutions and centres of higher learning on the other.

The university has signed Memoranda of Understanding with the following :

Kudremukh Iron Ore Company Ltd. — Studies on conservation of plan Bio-Diversity and Ecorestoration of Abandoned Mines

Canbank Computer Services Ltd. — Computer Software services

Bhabha Atomic Research Centre — Radiation Sciences & Technology

Cooperation of industrial houses has been enlisted in certain major programmes of study such as Postgraduate Studies in Computer Software and Electronics. Industrial houses such as Tata-Alexy, Wipro, NAL and CMC assist these programmes by lending their expertise and offering placements to our students.

One of the major collaborative arrangements that the university entered with financial and social agencies has been the establishment of chairs. These chairs

have been founded to subserve the following objectives :

Area Development Chair — Studies on development in the pertinent area

Chair in Christianity — Christianity and Society

Corporation Bank Chair — Bank Management

Dharmanidhi Yoga Peetha — Study and Promote Yoga

M.V. Shastri Chair — Ayurveda and Sanskrit literature

Shivarama Karanth Chair — Study and publication of the writings of Dr. Shivaram karanth

Syndicate & Canara Bank Chair — Rural Development (formerly on rural banking and small business management respectively)

Vijaya Bank — Ecology and Environment

Dharmasthala Manjunatheshwara Tulu Chair — Tulu Language Literature and Culture.

Apart from the Chairs, the university is bestowed with endowments, some of which are commemorated with annual lectures.

This university has striven hard to go to the people and let the people inside its portals. This has been done through :

Adoption of neighbouring villages for Integrated Development; Promoting a High School on the University Campus; Developing a nursery; Imparting skills to small enterprise by providing training in nursery, screen-printing, food-processing utility items using resin, etc; Involving in adult literacy programmes; Streamlining the activities of the Prasaranga; Strengthening the functioning of the co-operatives; NSS programmes.

The proportion of university teachers invited to fellowships and associateships in India and abroad is very high. They have been on such renowned fellowships as the Commonwealth, Humboldt, Agatha Harrison Memorial, Rockefeller and MacArthur.

The NSS unit of Mangalore University has one of the best track records in the country. Over the years it has gathered an impressive array of laurels building on sustained and dedicated grassroot involvement. They are, best Project Working University; best Programme Officers Awards; best NSS volunteer; first Indira Gandhi National Award; awards in National Debates.

Infrastructure and Learning Resources

The learning and teaching on the campus are facilitated by a well-equipped Central Library, which is housed in a sprawling and aesthetically appropriate building. It has over a lakh of books besides journals and their back volumes, reading-room and audio-video and CDROM facilities. The Library is computerized, where internet facilities are also available. The Computer Centre also adds to the sophistications of learning process, besides being the hub of specific teaching courses. The science departments have well-equipped laboratories. A Science Instrumentation Centre is also available as a central facility to various science departments, as does a Microtron Accelerator, which is designed as a national facility. There is a folklore museum which captures the culture and ethnic character of the region. The campus also accommodates a botanical garden and a herbarium which not only offer learning sites to students and researchers but also provide the much-needed green cover to the campus. The University College at Mangalore has library, which has a goldmine of rare books. Another constituent college of the university, Field Marshall K.M. Cariappa College at Madikeri has been made a centre of study for Ecology and Environment, as it is located in a region rich in flora and fauna, which are not available elsewhere.

The university campus has a Staff Development College which periodically organises Refresher Courses, Orientation Courses, Training programmes and Human Resource Development programmes for teaching and non-teaching staff. The Department of Sports and Games which is running a postgraduate course has the necessary facilities for indoor and out-door games, a gymnasium and other resources.

Student Support and Progression

Many facilities are available on the campus for student support. They include separate hostels for men and women, a central canteen, a student centre with open air theatre and facilities for indoor games, a shopping complex which houses a cooperative departmental stores, a health centre with facilities for nursing, facility for photo copying, adequate facility for telecommunication, and a University Employment and Guidance Bureau.

The university has also been taking steps to arrange for Campus Interviews for placements. The

(contd. on page 8)

Autonomy within a University System

B.B. Dhar*

Any administration should basically be a facilitator rather than anything else. It is in this perspective one would like to look at the administrative set up within the university system. In recent years there has been more of centralisation rather than decentralisation in this system, resulting in delay in the process of decision making. If every decision, howsoever elementary it may be, has to be taken by the Chief Executive Officer of any administrative system, how can one expect quick disposal of papers in general and cases of grievances in particular. It has been observed that in today's perspective of higher educational institutions, management authority seems to be vested only in the hands of its Chief. Down the line administrative staff therefore becomes only a carrier of the orders that come from the high ups. This results in (a) the erosion of authority of subordinate staff; (b) lack of decision making power and (c) finally they themselves become dependent. When such a system prevails, the accountability becomes the biggest casualty, since the responsibility rests with some body else above them.

Such an approach fundamentally goes against the very first recommendation of the Kothari Committee (1964) report on "Model Act for Universities", which reads :

"The importance of written constitutions is less than the conventions that are needed for the right development of a university. For building such conventions, two basic principles should be accepted, viz., (1) autonomy of universities from external control, and (2) internally democratic administration and effective participation of academic community in the formation and implementation of university policy and programmes."

The author has been associated with academic, research and administrative set up of two parallel organisations, namely the university system of administration and the CSIR system of administration, the latter being fully devoted to research with little input in pure academic activities. However, still some of the activities in CSIR system are closely linked with academics of the universities, besides their own programmes of seminars, workshops and some specific short courses.

The university administrators do show a lot of

concern, about the autonomy of the universities vis-à-vis government controls particularly in state run institutions. However, nothing much is talked about the autonomy within the universities. The issue of autonomy within the universities is as important as the autonomy of the university itself. There are several areas where autonomy in a university system could be considered. To illustrate an example, let us consider the broad area of research and project implementation in a university. The issues are :

1. Formulation of research projects and schemes;
2. Submission of research projects and schemes to funding agencies; and
3. Execution of the research projects and schemes within the departments.

It has been observed that in most of the universities there is so much of centralisation, that the execution and implementation of the projects is delayed, and even the funding agencies have several times pointed out to the institutions about the unusual delay in the implementation of such time bound projects/schemes. The practice being followed is that whatever decisions the academically oriented committees take in connection with the research schemes/projects, they do not get implemented till they are vetted by the central administrative machinery of the university. This gives birth to the process of delay and at times ends up in discouragement of a young teacher in taking up such research projects. This issue needs an indepth study at the university level itself, and solutions found which may not be general but specific for that particular institution. The approach could vary from university to university.

Similarly there are several other examples of administrative procedures adopted in universities which go to prove the extent to which centralisation is followed. For example the transfer or posting of even the lowest staff is controlled by the highest authority of the university. Same is the practice followed even in the execution of minor jobs in the institutions. With the result, most of the time spent by the chief executive of the university is on such petty matters, and he is in no position to really take policy decisions and, or improve the overall functioning of the university. In many universities it has become the policy of the Associations to keep the Vice Chancellor involved in trivial matters so that he cannot concentrate on the is-

*Director (Research), Association of Indian Universities, 16 Kotla Marg, New Delhi-110 002.

sues which need to be looked into by him. Let us consider some major areas where some kind of decision making could be decentralised. These are :

- I. Admission policy is a centralised operation followed in several universities even at the post-graduate level. Though it will be dangerous to fully decentralise the admission system, yet at the same time some kind of autonomy has to be given to the academic departments within the university so that proper selections take place. This is particularly true for research scholars.
- II. Appointment of university faculty and to senior and junior non-academic positions are often chaired by the chief executive. Thereby in large size universities the time frame for such an activity gets delayed not by several months, but by several years. For example, at lecturer's level and equivalent positions in non-teaching and administrative staff, their appointments could be decentralised, may be upto Pro-Vice-Chancellor's or Senior Dean or Director's level.
- III. Several universities have Institutes and Advanced Centres/Faculties within universities but for all practical purposes they function more or less as post offices between the individuals and the registrar's office. Although each faculty or institute within the university has an administrative head at Deputy Registrar or Assistant Registrar level officer, (who is directly under the control of the university administration), he enjoys no authority in terms of execution. The final authority always rests with the Registrar or the Vice Chancellor's Office even in such routine cases. This results in unnecessary delay and often frustration for the faculty and staff because of undue delay in processing their cases.

To conclude, one may say that "we do preach decentralisation but we often practise centralisation." Unless and until a serious view is taken of this issue, the autonomy within the university will suffer. In several state universities administration is not much different these days compared to government or semi-government organisations. They have become more bureaucratic and time consuming. Unfortunately we do not offer any degree in this country where we could train university administrators say, Registrar, Finance Officer, Deputy Registrar, Assistant Registrar etc, who could atleast be professionally trained to deal with students. University administration has a special function and character, because of its complex nature, where there are three distinct sectors namely, faculty, students, and non-teaching staff to deal with. This no doubt is a

complex mechanism, but the three sectors are complementary to each other and therefore need a different mechanism of administration. Since each group has its own distinct problems, at times a simple issue gets complicated calling for very drastic action.

Therefore, briefly the issues that need consideration within the existing set up are the following :

1. The extent to which autonomy can be given within the university system to the institutes, faculties and departments etc;
2. The extent to which financial powers can be given to these bodies; and
3. The extent to which they should be held responsible and accountable, which is a must if the system has to be decentralised.

The mechanism of decentralisation can be corrected only after it has been given a trial run. But what we actually try to practice is that we do not decentralise under the pretext that it will not work. The existing system does need a change, as we are now a part of the global economy where competitiveness alone will be acceptable. India has also entered into free market society and with liberalisation the higher education system will not be able to isolate itself in this global village. The environment has to change if the country has to enter into next millennium as a global partner. □

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Universities in India

Imperatives of Performance Appraisal

T.K. Chatterjee*

Although there are a plethora of issues concerning higher education in India characterized by fierce debates and controversies, there are also a few areas of broad consensus or unanimity of views. These relate to the need of an active role of the State towards (a) development of infrastructures for a faster expansion of enrolment, (b) proper manpower planning with a view to ensure absorption of the developed human resources in social production, and (c) flow of funds in order to maintain the existing system of subsidized higher education which benefits the economically disadvantaged groups constituting bulk of the enrolled students.

There is also unanimity that, except a handful, performance of the colleges and universities to fulfil their basic objectives has already deteriorated to a very low level. A steadily declining standard is not difficult to discern in terms of whatever parameters one can set out. There is also a general ambience of drift, idle prattle, diffidence and despair among the teachers, officers, the supporting staff and also students. Generation of knowledge and its dissemination keeping pace with the fast changing scenario around the world appear to have been given a go by. There is no dispute that govt. funding has been declining fast and little is available even for essential non-salary expenditures for conducting academic and other obligations. Expansion of infrastructure and diversification of curricula are becoming more and more elusive for want of financial support. However, since the salary component of grant is assured, the general attitude noted above has gradually stuck out. There is little concern among the university community to unite with urge, initiative, vision, drive and determination to tide over the adversaries and achieve the goals. Most of them have rather become used to dismiss questions on quality assurance, performance with accountability and social responsibility or to put these on the back burner. The broad public opinion is that instead of assuming passivity as of now, the central and state govts. should intervene as active players in higher education. Giving funds in a rational and reasonable manner both for salary and non-salary heads is their prime responsibility. But

allocation of funds for all kinds of non-salary and developmental expenditure has to be based on a scientific mechanism connecting performance and accountability.

The money spent in running these institutions come from general public. Therefore, quality assurance, perfect accountability and performance auditing are warranted for building up a sound and sustainable interface between the universities and the society. The people have a right to know how the funds are being utilized, what are the operational modalities, management processes, quality of outputs and their usefulness and relevance to the social, economic and cultural aspects of life. In order that subsidized higher education may not only continue but become stronger so that the base of higher education in terms of enrolment, access and equity can widen, commercialisation and commoditisation of education can be prevented and the egalitarian ethos may prevail upon recent designs to the contrary, appraisal of the universities is urgently called for to assess their performance, strengths and weaknesses. This will also help to find out areas that call for more attention and higher inputs. A process of consultation with the funding agencies and other apex bodies in order to improve performance and catch up with those having better track records could well be initiated. This will render another important contribution. The managers of our universities suffer from a self-pride that their system and style of governance hardly need any reform and even if there are some problems, the so called autonomy of its working ambit can sort out everything. This myth has to be exploded. Interaction with outside agencies always helps infusion of modern methods of management and tools of efficient administration.

An encouraging step towards performance appraisal of the universities has been proposed in the 9th Plan guidelines of the UGC. It has been prescribed that release of 1/3rd of the total development grant allocated to each university will be linked to performance appraisal. Although the indicators of performance have not been set out, the decision appears to be a correct step in the given circumstances. The UGC has also emphasised the urgency to improve quality of higher education and research and has tried to

*Registrar, North Bengal University,
Raja Rammohunpur-734 430, District Darjeeling.

draw a correlation between quality assurance and funding.

We all know that necessity is the mother of invention. As the days of financial crunch set in motion from the early nineties, many universities have been forced to explore ways of augmenting receipts. Several committees have been formed and lots of brainstorming sessions conducted. These attempts have always met with some success. Fees from students other than the tuition fees, Ph.D. fees, external examination fees, affiliation fees, migration fees and several other areas have been tapped to generate more income. Alumni Associations, industrial enterprises, trade and business communities, R&D organizations have been exhorted by some universities to sponsor infrastructure development schemes. Utilisation of barren land of the campus for plantation of tea, coffee, rubber, mulberry and for horticulture, floriculture etc have been initiated in some universities. In sum, the urgency to find out ways and means for resource mobilization has been felt in all corners. This could not have come about if the days of plenty of government funding were there. Therefore, there has to be enough pressure and compulsion on the universities to perform better and prove its accountability to the society or else face the disastrous consequences of lesser funding. Otherwise, it may not be easy for us to shed off our drift, diffidence and casual attitude to efficiency and effectiveness.

There are disputes regarding Performance Indicators (PI) which are basically a set of predetermined parameters. These parameters constitute a frame of reference under which the overall performance of a university system can be assessed. There are three major heads constituting the PIs — Academic, Examination and Finance. Self-study or self-appraisal report of the university is proposed to be subsequently examined by a group of experts and credit points awarded. The judgement will focus on academic calendar, admission process, enrolment and percentage of SC/ST/BC communities, teaching days, work load of teachers, performance of teachers, exam. schedule, exam. norms, evaluation methods, declaration of results, performance of students, non-completion rate, success rate, female enrolment and success rates, award of degrees, review and updating of syllabi, use of IT in management, receipt of funds from external sources, extent of resource mobilisation, research programmes, R&D activities, consultancy services, service departments, social outreach programmes, placement cell, campus interview, expenditure and its control, income-expenditure relationship, manpower inputs, student outputs

and such other items. This type of procedure has been evolved by NAAC. But the most severe constraint has been that accreditation by NAAC is not mandatory. Very few universities have opted for accreditation of obvious reasons.

PIs may be used to inform the beneficiaries to what extent their expectations will be fulfilled by the institution. PIs in their simplest form, may be used to present the institutional profile as a marketing or image building strategy to different audiences, govt., students, public, industry, funding agencies. The beneficiaries then do the value judgement. For example, the students can make a choice of the institution for study and research, parents can assess worth of spending, the govt. can evolve policy of funding and of planning for growth and the industry can perceive the scope of a strong interface.

There is no denying that there are differences over the choice of indicators for appraisal of performance. Every university has a perspective of establishment, locality functioning and distinctive characteristics. Obviously, these indicators should have flexibility. But these questions should not be much difficult to be sorted out in an atmosphere of sincerity of purpose and commitment to achieve.

The role of the State for development of higher education and research need to be more precise and transparent and public funding need to be based on performance. The universities are to be asked to be achievers of quality and objectives laid down in the Act. The state (central and state govts.) must be willing to maintain subsidised higher education in all colleges, universities and other institutions by releasing deficit funding as may be required by such institutions based on certain principles of receipts and expenditure. One of these principles should be earning credit points beyond a benchmark through a process of performance auditing.

The next and perhaps most difficult issue is to set our own house in order. We have to find ways and means for achieving more and more credit points in performance audit in the light of the performance indicators suggested above. To be able to do so, the following exercises appear to be urgently accomplished :

1. To fix responsibility, targets and accountability on all categories of university staff (teachers, officers, non-teaching employees) in a rational and scientific way and to constitute a body which will monitor, evaluate and take measures in these areas.

2. To ensure periodic review of the curricula for updating.
3. To initiate development planning for better infrastructure for teaching, research and administration. The annual budgets are to be prepared in the perspective of such development planning. Augmentation of receipts of the university from all possible internal and external sources will obviously be a part of the plan and annual budget.
4. To formulate a mechanism of govt. funding to meet the entire deficit under plan and non-plan heads and to devise modalities for steady flow of such funds.
5. HRD programmes for all sections of the non-teaching staff for exposure, acquaintance and training in modern methods of administration.
6. Thorough review of the University Act for changing the present monocratic system of governance. We urgently require decentralization of management by giving more power, authority and functional autonomy to the line of management in the hierarchial order. Active involvement of the university administrators in decision making processes is a necessary pre-condition for efficient management. This calls for suitable amendments to the composition of decision making bodies like Court, Executive Council, Finance Committee etc. Excessive concentration of power and authority in the hands of the Vice-Chancellor should be replaced by a system of diffusion of authority and of collective functioning in a truly hierarchial system of administration.

There are certainly many more steps to be taken. The university community have the talent to devise correct principles, guidelines and operational methodologies to become real achievers in their own spheres. But they will not come out of their shell and will try to keep up the present ambience of drift, diffidence and indifference unless enough pressure and compulsion are put on them. Blaming the govt. for financial crunch and shadow boxing have become the general culture in the universities in India today barring, of course, a few great exceptions. This is a sheer wastage of our energy which must be stopped here and now. Sooner or later, we would be pushed in a corner

and shown the door unless we perform to improve quality of higher education and fulfil accountability. Let us avoid that kind of a disaster and demonstrate that we have the capability to kickstart. □

Mangalore University...

(contd. on page 8)

university has a Directorate for Student Welfare to guide the students in the matters of co-curricular and career progress.

A number of scholarships and fellowships are mobilised to encourage deserving students.

Other Healthy Practices

Perhaps the healthiest practice which the university can boast of is that it has respected the fundamentals. It has believed that teaching-learning is the most important culture it has to guard and promote to justify itself. That has ensured a smooth academic functioning of the university. Right from its inception it has adhered to the schedules specified in the calendar drawn up. Examinations are held on specified dates, results are announced according to plan and academic years are not rendered elastic or disrupted at the wave of a hand.

One of the unique features of this university area is that most of the subjects taught at the undergraduate level have their subject associations in which the teachers are members. These associations are the fora of open academic discussions, debates and criticisms. They interact with the Boards of Studies in matters like curriculum development, system of examination and evaluation. They act as a liaison between students and the university academic bodies, and provide the necessary feed-back.

The university has always endeavoured to make up for its own inadequacies in resources and man-power by locating talents and finding initiatives wherever available. That accounts for many innovative programmes being launched by the affiliated colleges of the university. For example, courses on Dance, Music, Painting etc have been initiated in affiliated colleges, as is a course on Human Resource Development. Besides, the university has always made use of the expertise and talents available at the national and international levels. □

Academic Staff Development in Third World Countries

—Emerging Quality Issues

K.S. Chalam*

Staff development, particularly the Academic Staff Development of the University system is now at the cross roads. The academic staff development as a method to improve quality in higher education was evolved in the 1970's in the West after the campus crises. Staff development programmes as practised by units of higher education/staff development, included consultancy, project works, offers of courses, seconding to research projects, seminars, workshops, etc for teaching staff members. The Pedagogical Staff Development according to UNESCO, ROEAP, Bangkok, should include "provision of the means for the development of individual competency in : (i) Academic knowledge and understanding, (ii) Research skills, procedures, design and applications, (iii) Teaching, (iv) Administration and (v) Serving the Community." A general review of the implementation of staff development programmes in different countries revealed that there are broadly 5 approaches in use.¹

- The professional approach, focuses on the qualification for all functions of staff members within the university.
- The research oriented approach, focuses on the improvement of knowledge about a certain area of teaching through a tangible outcome like a Ph.D. or M.Phil.
- The personal development approach, concentrates on the change of individual attitudes and teaching behaviour in order to optimise students's learning.
- The self help approach, reflects on the improvement of teaching qualifications by an exchange of experiences among university and college teachers.
- The comprehensive reform approach, as a rule is practised by the units of higher education to promote the democracy of university and society to transform knowledge into practice.

*Director, Academic Staff College, Andhra University, Visakhapatnam, (India).

The above approaches have been employed simultaneously at different universities in several countries. However, there was no known model suitable for the conditions of the Third World countries. It was during the early part of the 1980's that the Government of India wanted to implement the recommendations made by Radhakrishnan Commission, 1948-49 on university education and the Kothari Commission, 1968 to improve the quality of teaching in colleges and universities. The University Grants Commission was searching for a viable model. It was at that time the 'Andhra University Teacher Training Model' based on the experiences of the developed countries was implemented. The model was purely based on the objective of improving the performance of the teacher in the classroom. The model was structured with four important components broadly covering the above mentioned 5 approaches. It was taken as a national model without duplicating the so called teaching model of school education imparted through colleges of education. The University Grants Commission wanted that the Academic Staff Orientation Programme as experimented at Andhra University be adopted as a national model with some modifications. The staff orientation programme was linked with the implementation of scales of pay of university teachers in 1986. Therefore, it became inevitable for the UGC to adopt the scheme as a UGC sponsored programme. A separate unit with funds was earmarked for this purpose in UGC to train all the teachers in the cadre of lecturer. As the number of teachers at that time was found to be around 2 lakhs, it became the world's largest ever teacher training programme at the university level through the establishment of 45 Academic Staff Colleges in the country. The UGC had later realised that mere orientation of the teachers for classroom performance was not sufficient. The teachers need to be provided with opportunities to upgrade their knowledge base to cope up with the changing knowledge in science, technology and social sciences. Later a method of refresher courses was introduced for the senior lecturers to upgrade knowledge in the respective disciplines. Thus, staff colleges were entrusted with the task of organising two kinds of courses;

1. Orientation courses for Junior teachers and 2. Refresher Courses in the subject area for Senior teachers. In addition to the well established staff colleges, advanced centres of learning in the country were also provided funding to organise subject oriented refresher courses. Similar model seems to have not been found in other Third World countries, though some variants of it can be discovered in a few countries in Asia.

The Missing Link in Staff Development

The review of the courses offered by the staff colleges in India was undertaken by the UGC to assess the utility of the programme. It was revealed that the teachers in higher education system have accepted the model. It became a part of the teaching and learning culture in the country that every teacher wishes to go to a staff college once in at least two years. Though the staff colleges have fulfilled the objectives for which they were established, the process of organisation of the courses became routine and stereotyped. As the successive pay commissions linked the time scale promotions with attendance at staff colleges, the colleges are left with little opportunities to experiment and innovate new methods of staff development. The refresher course became almost a replica of postgraduate teaching programme of the concerned discipline in a four week crash programme. The thrust areas identified, the reading material selected and the resource persons who transacted the content with participants had to inevitably repeat what is happening in a postgraduate department in the university. In the meanwhile, economic reforms and globalisation have helped the economy to develop resilience. This created opportunities in new occupations.

The private sector in education responded positively to the changing situation. A plethora of short term courses and qualifications providers came on to the education market. The scheme of vocational courses offered by the UGC in 35 identified areas attracted the attention of some innovative private colleges. Most of these courses are interdisciplinary in nature. The response from the state supported government colleges however was found to be unenthusiastic. These vocational courses are being taught by teachers who were educated in the tradition based disciplines. The staff colleges have also failed to respond to the needs and requirements of the teachers who are teaching these innovative courses. Some of the participants who attended some of our refresher courses disclosed that the knowledge obtained by

them from the advanced topics of the refresher courses and the subjects they teach in the colleges do not have any organic link, though this will definitely enrich their competence in the subject. This has created a hiatus between the knowledge gained from the courses and the knowledge utilised in the classroom.

The orientation courses which are structured in nature with prescribed guidelines and topics are also found slowly obsolescent in India. The anachronistic nature of the components of the orientation course such as pedagogy, personality development, philosophical and psychological foundations of higher education is purely due to the telematics revolution and information technology.² It is also observed that the emergence of new structures like the National Qualifications Framework (NQF) which are designed to develop knowledge, skills and understanding in broad area of study and vocations in the west as a new phenomenon in education. The NQF provides opportunities to people to receive national recognition for their skills and qualifications. The NQFs as introduced in the advanced countries like the UK, New Zealand, Australia, etc, offers greater flexibility for the learner and removes many traditional barriers of learning such as attending to a formal training course in an institution. The NQF is designed to cover general, vocational and industry based education and training and each is registered at an appropriate level on the framework. In the UK the National Vocational Qualifications (NVQs) are designed at 5 levels. The levels reflect increasing levels of complexity and responsibility in a job role. "Roughly speaking, level 1 applies to jobs which are mostly routine and predictable whereas level 5 applies to jobs which are very complex and involve significant responsibility for the work of others (senior managers). Therefore, not all occupations have NVQs at all levels but eventually all occupations will be represented within the NVQ framework (from Abattoir workers to zoo keepers!)"³. In New Zealand the framework has eight levels, ranging from achievement comparable to school certificate at level 1, through to postgraduate qualifications at level 8. The emergence of NQFs and the organisations involved in setting standards, awarding qualifications and accrediting providers helped to popularise the framework among the job seekers and employers. Table-1 shows the subjects available at each level in the UK. In New Zealand thousands of subfields at unit standard are available on the website of the ministry of education. This has far reaching implications for teaching and learning not only in the advanced countries but also in the third world

countries like India which has strong economic, educational and manpower relations with these countries.

Table-1
Vocational Areas Available at Different Levels in UK

<i>Vocational area</i>	<i>Foundation level</i>	<i>Intermediate level</i>	<i>Advanced level</i>
Art & Design	✓	✓	✓
Business	✓	✓	✓
Health & Social Care	✓	✓	✓
Leisure & Tourism	✓	✓	✓
Manufacturing	✓	✓	✓
Construction and the Built Environment	✓	✓	✓
Hospitality and Catering	✓	✓	✓
Science	✓	✓	✓
Engineering	✓	✓	✓
Information Technology	✓	✓	✓
Media :			
Communication and Production	—	✓	✓
Retail and Distributive Service	—	✓	✓
Land and Environment	Pilot 1996/97- 1997/98	Pilot 1996/97- 1997/98	Pilot 1996/97- 1997/98
Performance Arts & Entertainment Industries	Pilot 1996/97- 1997/98	Pilot 1996/97- 1997/98	Pilot 1996/97- 1997/98

Source : DFEE, UK.

Half Life of Knowledge and NQF

The half life of knowledge is a concept popularised by World Bank experts. It constitutes the speed of acquisition and deterioration of knowledge. Table-2 (See at page 8) shows that the half life of knowledge can be divided into Long Half Life of Knowledge (LHK) and Short Half Life of Knowledge (SHK) depending upon the knowledge type, acquisition time, finance and the positive externalities. In the context of the half life of knowledge and the provision of 'education on demand' and 'just-in-time training' through the development of NQF, it is necessary to analyse the significance of vocational qualifications framework in countries like India and their implications for staff development. It is a known fact that knowledge can be embodied in persons through the development of skills or disembodied through the advancement of technology. As the knowledge-based industrial development is fast developing, modern technology can be classified on the basis of indicators like; (a) automation, (b) science relatedness, (c) research intensity, (d) dominant skills and (e) lead-

ing sectors like steel, rail, computers, etc. Of these factors, b, c and d are developed through acquisition of knowledge and training. The skill intensity of an equipment depends upon the mode of capital used in production and the technical manpower required to operate it. In an advanced technological society, the operations of petty jobs are abolished and or transferred to robots or skilled technicians. Now the skilled manpower of the third world countries is migrating to the west (due to lucrative pay) making the scarce native experts of the advanced countries to concentrate on highly sophisticated jobs. The half life of knowledge as seen in the table is of short term duration and is offered through NVQs. The NVQs can be obtained by anyone including those who are in formal educational institutions undergoing training in a comprehensive curriculum. As the NVQs provide opportunities of employment to those who are in the formal institutions, will they concentrate on the classroom learning? As the interchangeability of credits and units are flexible in NQF to obtain a certificate at a particular level, does it not affect the teaching learning process? As the NQF provides certificates in short half life of knowledge that concentrates on the application part of knowledge should the teacher/trainer get similar knowledge or long half life of knowledge? As there are alternative sources of knowledge such as internet, distance learning modules, gadgets etc, should the teacher concentrate on socially relevant LHF courses? There are several such issues that need to be examined in the context of staff development programmes in a new environment.

In translating the changing educational structure and content into staff development programmes, it is necessary to address certain realities. The third world countries particularly India has developed its staff development programmes through structured formal instruction. It is necessary now to innovate new approaches to complement the fast developing alternative sources of training such as Internet. At the same time, the third world countries need to concentrate on the LHK courses which will have long run advantages compared to SHK courses that can be obtained through NVQs. The LHK courses and the staff development models associated with it will enhance the competitiveness and self sufficiency of the country in the area of technology and development. The emerging NVQs of the third world countries are now being concentrated mostly among the IT skills that are prone to migration without any advantage for the country of origin

except the remittances of the expatriates. These skills are now being imparted by people who do not have any experience in teaching. This is an important area where staff development with short term courses can be devised to quickly respond to market demand.

Emerging Quality Issues

The Higher Education Quality Council, UK stated that, "quality in Higher Education is not the same as satisfying a customer with for example, the latest motor car ...Quality in higher education embraces, but is not synonymous with effectiveness, efficiency and accountability." Quality is generally equated with excellence. It is based on some intrinsic qualities of knowledge in higher education. The bench marks of quality as enumerated for NQF in Table-3 (See at page 8) can be used to ensure quality in staff development. At the same time, staff development cannot remain uniform and structured in the third world countries due to the competition from alternative providers of knowledge. Staff development should emerge as an important source of quality in strengthening NQF itself. It will also get influenced by NQF and develop short term credit based units of standard staff development in future. The staff development courses in India are now broadly divided into (1) orientation courses of 4 weeks — duration with prescribed units to improve the competence of a teacher as a communicator, and (2) the refresher courses for senior teachers with subject content as prescribed by the coordinators and providers of the course. It will have to transform into a short term competency based courses such as lecture methods, discussion methods, language skills, classroom dynamics, etc, under the orientation scheme. Infact, this has already taken place in the west. As far as the subject based refresher courses are concerned, the units should be developed in such a way that they can be exchanged with other credits obtained through formal and informal sources over a period of time. The refresher courses should be designed to provide specific knowledge base to the teacher who undertakes a new course in the emerging vocational areas rather than devoting all the time for acquiring comprehensive knowledge in a discipline. This will change the administrative and funding methods for staff development units. As in the case of SHK based NVQs, the individual or his/her sponsoring agency should meet the expenditure of such training as it largely benefits the individual or his sponsor. Staff development cannot be limited to time and prescribed content. Staff development units should emerge not only as providers of knowledge

and skills, but also as centres of assessment of staff development qualifications obtained by serving teachers through different modes in the third world countries.

Once the individual rather than the sponsoring agency or UGC takes up the responsibility of funding, the quality and standard will become the emerging issue to be addressed by staff development providers including staff colleges. The quality of staff development cannot be assessed merely on the basis of the competencies and knowledge base developed by the unit, but it should rely on the following :

1. The relevance of the course taught to the geographical conditions to reflect local skill requirement such as development of Agriculture and Agrobased industries as most of the third world countries are still agrarian economies.
2. Equity in achievement among different caste and ethnic groups.
3. Developing competencies among the academic staff to involve in research and encourage research standards ultimately to result in R&D.
4. The capacity in developing innovative methods of teaching and training in knowledge and skills.
5. The perseverance of the teacher in spending long hours of work in the class, lab, etc.
6. The infrastructure facilities such as library, IT, Internet and other knowledge goods available in the unit.
7. Interpersonal relations among the colleagues vis-a-vis with others.

Conclusion

In view of the developments in the system of higher education, particularly with the introduction of NQF, not only the quality but even the structure and content of staff development programmes need to be updated.

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Table-2**The Half Life of Knowledge**

	<i>Long Half-Life of Knowledge</i>	<i>Short Half-Life of Knowledge</i>
Knowledge Type	Academic, basic, theoretical	Vocational, practical
Acquisition Time	Long-years, months	Short-days, weeks, months
Quick Econ. Return	No	Yes
Social Externalities	High	Low
Finance	Families, state	workers, businesses
Examples	Basic socialization, citizenship, language, mathematics, logic, reasoning, theoretical parts of professional training	Industrial processes, software use, specific technical and professional skills

Source : Knight-Moore

Table-3**The Benchmarks of Quality**

<i>Attribute</i>	<i>Benchmark</i>
credible	● the purpose/aim of the qualification is clearly stated ● the qualification is valuable to students and employers ● relevant groups have been identified and their interests addressed ● the qualification is endorsed by a body of national standing ● arrangements are in place for managing the award of the qualification ● arrangements are in place to ensuring the qualification's ongoing relevance ● arrangements are in place for the timely review of the qualification
portable and durable	● the qualification has logical and obvious relationships with other qualifications ● the qualification has the potential to offer credit towards other qualifications ● the outcomes of the qualification are expected to remain valued over time, and/or apply in different contexts
structurally sound	● the outcomes relate to a coherent body of skills and knowledge ● the outcomes assist valid assessment of students' achievements ● components of the qualification reflect its overall purpose/aim, as well as students' and employers' needs ● components of the qualification have logical and obvious internal links ● components of the qualification provide (as far as practicable) clear information about pathways for achieving the qualification, including flexible entry and exit points ● the qualification is appropriately named within commonly understood terminology

Source : Green paper, New Zealand.

Education for Human Rights

Sunil Behari Mohanty*

Attempts to identify various aspects of human rights took a concrete shape in 1948, when the Universal Declaration of Human Rights was made on 10 December 1948. The Declaration was reinforced by other efforts like

1. The Universal Declaration of Human Rights : A Guide for Teachers, UNESCO, 1951;
2. Universal Declaration of the Rights of the Child 1959;
3. UNESCO Convention Against Discrimination in Education adopted on 14 December 1960 that entered into force on 22 May 1962;
4. International Covenant on Civil and Political Rights adopted on 16 December 1966 that entered into force on 23 March 1976;
5. International Convention on the Elimination of All Forms of Discrimination adopted on 21 December 1965 that entered into force on 4 January 1969;
6. International Covenant on Economic, Social and Cultural Rights adopted on 16 December 1966 that entered into force on 3 January 1976;
7. International Conference on Human Rights, Teheran, 1968;
8. International Congress on the Teaching of Human Rights, Vienna, 1978;
9. International Congress on Human Rights Teaching, Information and Documentation Malta, 1987;
10. Convention on the Rights of the Child 1989; and
11. World Conference on Human Rights, Vienna, 1993.

The First International Conference on Human Rights, held at Teheran (Iran) on 22 April - 13 May 1968, urged the nations to revamp their education system to develop a spirit of respect for human rights in the students. The First Congress on Human Rights, organised by the UNESCO in 1978 pointed out the necessity for stress to be given on the topics such as UN Charter, Universal Declara-

tion of Human Rights and other covenants and instruments related to human rights. The UN Convention on the Rights of Child 1989 considered a child as a human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. The Convention covered varieties of rights — civil, political, economic, social and cultural. There is also a National Human Rights Commission. This Commission is an independent body and even takes to task, the concerned governments, for violation of human rights, if any.

A Few Important Strategies

A few important strategies are as follows :

Development of the Spirit of Tolerance

Tolerance has been defined by Symonides and Voldin (1995) as the recognition and appreciation of others, the ability to live together and to listen to others, to respect as formulated by the UNESCO Declaration on Race and Racial Prejudices of 1978, the right of all individuals and groups to be different.. (P. 38). The importance of development of the spirit of tolerance among individuals has been highlighted by the UN in declaring 1995 as the Year of Tolerance. Envy, hostility, jealousy, etc belong to the lower vital nature. Vital education should enable the human beings control their senses. Yoga helps in purification of nerve channel *Nadi Sudhi*. Indian educators like Swami Dayananda, Sri Aurobindo etc have given stress on the control of senses. During these days one finds communal and religious conflicts even to the extent of murdering people. Religious fanaticism has been the most serious threat to communal harmony. Sri Aurobindo many years ago had urged the people to shun lowness and narrowness in religious thought and experience. He asked them to be wider than the widest horizons, loftier than the highest Kanchanajungha and profounder than the deepest oceans. Now-a-days religious leaders rarely give such advice. Hence, education has to play the role of spiritualising the society. Attempts have been made in different parts of the world to develop the spirit of tolerance in the students. Raisa (1995) mentioned about one project that was based on the development of the cultural identity of the individual, a multi-cultural outlook and international understanding.

*Head of the Department, PG Dept. of Education, Gangadhar Meher College (Autonomous), Sambalpur-768 004.

Development of Values

There is high correlation between human rights education and value education. Textbooks, manuals, teachers' guides and other types of instructional aids used for value education also promote human rights. Clive Beck referred to human wellbeing in terms of basic values such as survival, health, happiness, friendship, helping others, insight, awareness, fulfilment, freedom, and a sense of fair meaning of life. All these are part of human rights.

Development of Democratic Ideals

Human rights are intimately connected with democratic ideals. The Declaration issued at the International Congress on Education for Human Rights, Vienna, 1993 stated that

"Democracy, development and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing. Democracy is based on the freely expressed will of the people to determine their own political, economic, social and cultural systems and their full participation in all aspects of their lives."

"The recognition of the interdependence and mutually reinforcing nature of democracy, development and human rights, human rights education under the Decade shall seek to further effective democratic participation in the political, economic, social and cultural spheres and shall be utilised as a means of promoting economic and social progress and people centred sustainable development."

Human Rights in Indian Constitution

Following provisions exist in Indian Constitution to safeguard human rights : Equality before Law (Article 14);

Non-discrimination on grounds of religion, race, caste, sex, and place of birth (Article 15);

Equality of opportunity (Article 16);

Freedom of speech, expression, assembly, association, movement, residence, acquisition, and disposition of property, practising of any profession, carrying out any occupation, trade or business (Article 19);

Prohibition of traffic in human beings and forced labour (Article 23);

Prohibition of labour in case of children below 14 years (Article 24);

Freedom of religion (Article 25);

No provision for religious instruction in any educational institution wholly maintained out of State funds (Article 28);

Conservation of language, script and culture (Article 29(1));

Right of minorities to administer educational institutions (Article 30);

State guarantee of a social order (Article 38(1) of Directive Principles of State Policy);

Adequate means of livelihood, equal pay for equal work for both men and women, non abuse of health of the worker, opportunity to children to develop in a healthy manner and in conditions of freedom and dignity (Article 39 of Directive Principles);

Right to work, to education and to public assistance in specific cases (Article 41 of Directive Principles);

Provision for free and compulsory education of children upto 14 years of age (Article 45 of Directive Principles); and

Ensuring education and economic development of S.C., S.T. and other weaker sections of society (Article 46 of Directive Principles).

Right to Education

Articles 28 and 29 of the U.N. Convention deal with the rights of the child. These are as follows :

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving the right progressively and on the basis of equal opportunity, they shall in particular :
 - a) Make primary education compulsory and available free to all;
 - b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures as the introduction of free education and offering financial assistance in case of need;
 - c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - d) Make educational and vocational informa-

tion and guidance available and accessible to all children;

- e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and conformity with the present Convention.
3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to :
 - a) The development of the child's personality, talents, mental and physical abilities to their fullest potential;
 - b) The development of respect for human rights and fundamental freedoms and for the principles enshrined in the Charter of The United Nations;
 - c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his/her own;
 - d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all people, ethnic, national and religious groups and persons of indigenous origin;
 - e) The development of respect for the natural environment.
2. No part of the present Article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the

observance of the principles set forth in paragraph of the present article and to the requirements of the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Education for Human Rights

The Universal Declaration of Human Rights stated that "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom." In order to strengthen efforts for ensuring implementation of the Universal Declaration of Human Rights more effectively, the United Nations in its resolution No. 49/184 of 23 December 1994 has declared the decade 1990-2000 as the UN Decade for Human Rights Education. The objectives of this decade are :

1. The assessment of needs and the formation of effective strategies for the furtherance of human rights education at all school levels, in vocational training and formal as well as non-formal learning;
2. The building and strengthening of programmes and capacities for human rights education at the international, regional and national and local levels.
3. The global dissemination of the Universal Declaration of Human Rights in the maximum possible number of languages and in other forms appropriate for various levels of literacy and for the disabled.

The education for human rights is defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes.

The Human Rights Education has five dimensions, which are :

1. The strengthening of respect for human personality and the sense of its dignity;
2. The full development of the human personality and the sense of its dignity;
3. The promotion of understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples, racial, national, ethnic, religious and linguistic groups;
4. The enabling of all persons to participate effec-

tively in a free society; and

5. The furtherance of the activities of the United Nations for the maintenance of peace.

Role of the Home

The home plays most important role in human rights education. The mother is the first teacher of the child. Her attitude towards human rights plays vital role in building desirable attitudes towards human rights in children. Other members of the family also play an important role. The way the family brings up the child shapes the attitude of the child. Generally, many parents punish the child. This goes against the Rights of the Child. The society has to be enlightened about such rights of the child. In ancient times, corporal punishment was rampant. Giving slap is a common scene. Modern child psychology forbids any kind of punishment. If punishment is to be taken out, the society has to be more patient in dealing with children. Generally it is seen that the mothers who are weak in body get easily irritated. The couple having no means of sustenance, if has more children also give various types of punishment. The present day society is consumer-oriented society. It has motivated society for non-essential wants which have made families more starved of material possessions and resulting unhappiness. The essence of happiness needs to be cultured. The human rights violation is more seen in case of illiterate and poor families. Hence, adult education is a must.

Ongoing Activities for Human Rights Education

A large number of activities are going on in the education system to provide education system for human rights. Some of these are as follows :

Associated Schools Project

The UNESCO launched Associated Schools Project in 1953. It is now being implemented in 114 countries and in 2,800 schools.

Awards

UNESCO has instituted awards for promoting Human Rights Education. In 1994, the UNESCO prize for the teaching of human rights was awarded to the Philippines Commission for Human Rights.

International Baccalaureate Diploma

International Baccalaureate is an evaluation programme for school leavers. It is administered

by the International Baccalaureate Organisation, a Switzerland based non-profit, non-governmental organisation holding consultative status with UNESCO, Council of Europe and ECOSOC (UN). It has a specified course of study. Students of different countries can appear at this examination. The certificate so obtained is treated at par with the corresponding examination certificate of the concerned countries. It has built in flexibility to accommodate certain variations from country to country.

UNESCO Chair for Human Rights Education

UNESCO has instituted Chairs for human rights education. The UNESCO Chair at Comenius University at Bratislava (Czechoslovakia) had been formally established on October 26, 1992. The University provides a comprehensive two-semester course on theory and history of human rights. The title of the course is "The Origin and Significance of Human Rights." It is offered to students of all faculties. There are also a few semester long courses.

Inter Cultural Education Programmes

UNESCO and the Council of Europe have been encouraging intercultural education. There are many publications for training of teachers.

Development of Awareness among Teachers and Teacher Educators

Various nations have been taking steps for developing awareness of school teachers and teacher educators. In India, the National Council for Teacher Education has organised a number of programmes for teacher educators. Self-learning print materials have been developed. Video programme has also been developed.

Human Rights Education Outside Formal System

Human rights education is being provided to general public through mass media such as television magazines and newspapers. Reports on violation of human rights are brought to the notice of the human rights commissions.

Human Rights Education in Formal Institutions

Human rights education is interdisciplinary in nature. It involves the subject areas of political science, civics, history, philosophy, science, sociology, commerce, geography and last but not the least Education. Some of the topics may be : Education for tolerance, Personal responsibility, Child as a teacher, Learning of a teacher from a student, Openness in

education, Respect for the personality of the student, Education based on dialogue between teachers and students, Mutual out of school co-operation between the teachers and the students, Democracy and mutual understanding, Procedures for the protection of human rights, Violation of human rights and democratic freedom, Terrorism, Organised crime, Drug trafficking, Casteism, Communalism, Religious fanaticism, Religious tolerance, Spirituality, Non-violence, Economic rights, Civil rights, Cultural rights, Linguistic rights, Social rights, Critical thinking, Scientific temper, Intellectual honesty, Justice and empathy, Legal awareness, Equality of educational opportunity, Equality of sexes, Feminist theory and practice, Political economy and humanism, Nationalism and minority rights, Local government and civic rights, Constitutionalism and legitimacy, History and philosophy of human rights, Human rights and human responsibilities, World citizenship and Auroville, The ethics and morality, Variety of religions and their common challenge, Role of the UN High Commissioner for Human Rights, Human rights in the national and world history, National health care and human rights. Internationalism vs. nationalism, International understanding, Environmental pollution, Population explosion, Violation within school and families, etc.

Human rights education is very much relevant today when the nation finds communal clashes in Bihar and religious clashes in Gujarat, Orissa, etc. Human rights education in brief should focus attitude of tolerance, respect and solidarity and should develop individual awareness about the ways and means by which human rights can be translated into social and political reality.

Role of Higher Education Institutions

The universities and colleges play a vital role in developing awareness of people on human rights and developing appropriate attitude to implement human rights concepts. Some of the products of the universities and colleges join the teaching profession. Hence their education for human rights shall be effectively utilised in the school system. This education shall also be of much help to them in performing their citizenship roles. Srinivasa Rao and Jahwari (1999) reported about a Diploma Course in Human Rights and Social Development at S.V. University, Tirupati. There are also concepts of human rights as integral part of the law courses. Various aspects of human rights education at the higher education stage may be as follows :

1. Survey of awareness about human rights among

college and university students, college and university teachers, parents, school teachers, school students, educational administrators, SC population, ST population, people remaining below poverty line, child labourers and their parents, politicians, panchayat raj representatives, etc.

2. Organising exhibitions on the different aspects of constitutional provision and their violation.
3. Carrying out evaluation of textbooks in the light of human rights violation.
4. Evaluating classroom activities of the teachers in the light of the rights of the child.
5. Studying newspaper reports on violation of human rights.
6. Studying the problems concerning non-enrolment of children in schools and developing plan of action to solve this problem.
7. Evaluating the state and national programmes of human rights education.
8. Organising activities such as one act plays, street plays, etc portraying various aspects of human rights.
9. Organising public meetings in the locality to develop awareness of public on human rights.
10. Studying different religious practices and activities of goodmen that violate human rights.
11. Studying the problems of girl students in co-educational institutions.
12. Studying the problems of women teachers in co-educational schools and colleges.
13. Studying the revision for equal opportunity in education.
14. Studying the conditions of work at home and at other work sites.
15. Studying the superstitions existing in the locality.
16. Providing courses on human rights education.
17. Studying the NFE programme with reference to the rights of the child to get basic education.
18. Studying the extent of punishment given in schools that dissuade a child to attend schools.

Conclusion

The higher education institution has to revamp its system for ensuring development of awareness

of its students community on different aspects of the issue of human rights. It has to revise its courses of study to accommodate this issue. The universities need to change their strategies to give more power to the students to decide the course structure, evaluation strategy, teaching methodology, duration of study, etc. The courses have to be flexible to cater to the interests of varieties of students. The NPE 1986 had pointed out necessity of de-linking degrees from jobs. Serious efforts need to be made on this issue.

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Application of Artificial Intelligence Techniques to Library and Information Science

Praveen Kumar Kumbargoudar*

Introduction

The invention of Computers is a landmark in the history of Library and Information Science. Because, many of the Information Services such as Information retrieval, Information processing, Information dissemination and Communication were modernized. Later due to continuous Research and Development activities, these systems were getting improvement. Japan launched its 'Fifth Generation Computers Project' in 1981 and it aimed at creating intelligent super computers. In this way, the techniques of Artificial Intelligence (AI) were introduced. Artificial Intelligence is attempting to create machines that can replace physical as well as mental power and intelligence of human beings.

As a result, several computer systems were built to perform intelligent tasks such as diagnoses of disease in Medical Sciences, solve differential equation in symbolic forms in Mathematics, automatic translation in Linguistics, analyze and design electronic circuits in Electronics, etc. The present article attempts to bring the impact of AI techniques on Library and Information Science.

Meaning

The term 'Artificial' means 'something man made' or 'not natural'. Intelligence is the ability of reasoning, perception, learning and innovation.

Patterson has given elaborate meaning of the AI. According to him, Artificial Intelligence is a "branch of computer science with the study and creation of computer systems that exhibits some form of intelligence, systems that can learn new concepts and tasks, systems that reason and draw useful conclusions about the world around us, systems that can understand a natural language or perceive, comprehend a visual scene and systems that perform other types of facts that require human types of intelligence."

Development of Artificial Intelligence

Although AI is relatively a new subject, much of the techniques of the Computer Science and Infor-

mation Technology laid the foundation of AI. Among the important developments following are worth noting for the development of AI :

Alan Turning created computing machinery and intelligence that computers could be programmed to exhibit intelligent behaviour (1950). His contribution is called 'Turning Test'. In that test, an operator sits at the keyboard and queries an unknown source, which can be a machine. If the machine provides the answers that do not give any due to the operator whether he is getting answers from the machine, the machine is said to have qualities as human like abilities and reasoning.

The emergence of a new field 'Cybernetics' brought together many parallels between human beings and machines. Cybernetics is the study of communication in human and machine. It combines the concepts from Information theory, Feedback control systems and Electronic computers.

The developments in the field of linguistics especially the contribution of Nown Chomsky in formal grammars helped to a large extent the developments in Natural Language Processing (NLP).

Many consider 1956 as a landmark in the history of AI. In this year, the so-called 'Dartmouth Conference' was organized by John McCarthy and Marvin Minsky. In this conference, McCarthy coined the word "Artificial Intelligence."

In 1963, Newell developed 'Logic Theorist' which attempted to prove mathematical theorems.

Newell, Shaw and H.A. Simon have developed another program — "General Problem Solver" which applied to several tasks including symbolic manipulation of logical expressions.

Scope and Implications

Research on AI spreads out to explore the full range of intellectual tasks. For this many areas like games, speech, medical diagnosis, puzzles, reasoning tasks, induction, concept of identification, symbolic mathematical applications, theorem proving informal logic, natural language understanding, vision, robotics, chemistry, engineering analysis, computer program synthesis and verification can be em-

*Chief Librarian, D.S.T.S.M's College of Pharmacy,
Twin-Solapur-1, Bijapur Road, Solapur-413 004
(Maharashtra State)

phasized. As in the case of any developing science there occur a recurrence of the basic ideas (about representation, search architecture, and knowledge) and the discovery of new mechanisms; extend existing ideas and reveal limits.

AI has close ties with surrounding fields. As part of computer science, it plays the role of extending the intellectual sophistication of the tasks to which the computers can be applied various fields once viewed as a part of AI, have become autonomous fields, most noticeable are symbolic mathematics and program verification. The work on vision and speech shares its concern with signal processing with the field of pattern recognition in electrical engineering.

The application of AI become broader especially in linguistics and psychology. AI is highly interdisciplinary area now, making use of ideas from various fields like Logic, Cybernetics, Information theory, Psychology, Linguistics, etc.

Broadly, the scope of AI includes :

- * Getting computers to deduce conclusions from generalizations (Deduction inferences);
- * Getting the computers to communicate with users in human languages like English either by keying in, or by speaking to the computer (Natural Language Processing, Voice & Speech Recognition and Optical Character Recognition);
- * Getting computers to plan sequences of action to accomplish goals (Planning);
- * Getting computers to recognize patterns in nature (Pattern Recognition and Vision);
- * Getting computers to offer advice on complicated rules for various situations.

Artificial Intelligence Techniques

AI has more success at intellectual tasks such as game playing and theorem proving than perceptual tasks. Sometimes these computer programs are intended to stimulate human behaviour and sometimes they build for technological applications such as Computer Aided Instruction, Expert Systems and Robotics.

Some general practical applications of AI are discussed under the following major headings :

Natural Language Processing (NLP)

Earlier it was very difficult for developing computer systems capable of generating and understanding even fragment of a natural language such as English.

But now a computer system capable of understanding a message in natural language would seem, then to require (no less than human beings) both contextual languages and the processes for making the inference from this contextual knowledge and message assumed by the message generator. Some progress has been made for computer system of this sort, for understanding spoken and written fragments of knowledge. Fundamental to the development of such systems are, certain AI ideas about structures for representing contextual knowledge and certain techniques for making inferences from that knowledge.

Intelligent Retrieval from Databases

Database systems are computer systems that store a large body of facts about some subject in such a way that they can be used to answer the user's question about that subject. The design of a database system is an active sub-speciality of computer science, and many techniques have been developed to enable the efficient representation, storage and retrieval of large number of facts. From this point of view, the subject becomes interesting when we want to retrieve answers that require deductive reasoning with the facts in the database. There are several problems that confront the designer of such an intelligent information retrieval system like :

- i) There is the immense problem of building such a system that can understand queries stated in natural language like English.
- ii) Even if the language problem is solved by using some formal, machine-understandable query language, the problem of deduction of answers from stored facts remain.
- iii) Understanding the query and deducing an answer requires knowledge beyond that explicitly represented in the subject database. It also requires general knowledge.

Expert Consulting Systems

AI methods have also been employed in the development of automatic consulting systems which provide human users with expert conclusions about specialized subject areas such as evolution of potential ore deposits, medical diagnosis of diseases, suggesting structures for organic chemicals, providing advice of how to use other computer systems. But a key problem arises of, how to represent and use the knowledge the human experts in these subjects use and possess, which is often imprecise, incomplete or uncertain. Such problems are solved by using AI technique 'Rule based deduction', which consists of rep-

representing the expert knowledge as a large set of simple rules and these rules are used to guide the dialogue between system and guide.

Theorem Proving

Finding proof or disproof for conjectured theorem in mathematics will require intelligence. It requires ability to make deductions from hypothesis and intuitive skills such as guessing about which sub-theories should be proved first in order to help prove the main theorem. A skilled mathematician uses judgement of which previous theorems will presently help him. Some automatic theorem proving programs have been developed which have such skills to limited extent. This study of theorem proving is significant outcome of development of AI methods. The formalization of the deductive process using the language of predicate logic helps us to understand more clearly of the components of reasoning so many informal tasks formalized by using theorem proving problem.

Automatic Programming

The task of writing a computer program is related to both the theorem proving and robotics, so all the three areas overlap. In the sense, the existing compilers already do 'automatic programming', but actually we mean here "Super compiling" or a program that could take in a very high level description of what the program is to accomplish and produce a program, which would be in the form of a formal language like predicate calculus or a loose description in English. The task of proving is called Program Verification. The research in automatic programming has yielded the debugging as a problem solving strategy.

Robotics

Research on Robots and Robotics has led to the development of AI ideas. Robots are the humans like machines, can repair themselves, teach themselves and are not only stronger than human beings, but also more intelligent.

Moravec produced some spectacular robot, which can be able to drive the car. The same technology may be adopted for Helicopters. Takeo Kanade has made possible the robots for fire-fighting.

Earlier robots were possessed power of vision through Cameras. But now the robot may see the things and understand it. Even they may memorizes the things through their intelligence.

Prof. Kewin Warwick developed 'seven dwarves' that they are having brain-power of insects, but

worth-noting feature is that they learn and develop as children do. They talk to each other programmed with basic instincts from which they can develop. They learn by trial and error and they can tell each other, what they have learnt.

Prof. Rodney Brookes built 'COG', the humanoid robot. He is trying to have its system learn the things as humans learn them so that it has the sort of performance a human being has. Cog is being educated as if it were a child.

Application of AI Techniques to Library and Information Sciences

After the general discussion about the AI, we will discuss about its use when it is applied to Library and Information Sciences.

Information Retrieval

Generally, when a user of information searches on a particular topic through index, he will get both relevant and irrelevant to the context. Again the user have to process the information to get only relevant information.

The application of the AI techniques will ease the work of information retrieval for getting only relevant information. Because AI techniques were based on logic, reasoning and in natural language. AI is the study of mental facilities through the use of computational models. In recent years, AI applications to design and development of information systems are becoming increasingly popular. Research in AI is now mostly concentrated on developing techniques for representation and manipulation of information, developing different search strategies.

Lofti A Zadeh (1965) laid the foundation of fuzzy set theory. Later Bibliographic Information Retrieval System (BIRS) model was designed based on the fuzzy set theory. This model used in design and development expert systems. It consists of :

- i) Document structure and Descriptors; and
- ii) Matching function.

Index weight is applied to the descriptors and later they are matched giving us the desired output. Weights that are assigned to descriptors to describe documents represent degree of relevance and these are conceived of as being made with no degree of uncertainty.

Natural Language Processing (NLP)

As already discussed through NLP, computers understand natural language. NLP helps to :

- * search relevant information from databases;
- * make systematic indexing, and
- * reduce the language barrier.

NLP is advantageous for information science in the following ways :

i) *Information Retrieval* : In Information Retrieval NLP offers the potential for friendly, flexible interface through which the user can state the information requirements in natural language instead of expressing in a query language. These systems are called Natural Language Front ends and they allow users to state relatively complex queries without having to become familiar with a complicated formal retrieval languages. It is also expected that the use of queries in natural language could raise the efficiency and effectiveness by making possible the formulations practice requests that correctly reflect user needs and by simplifying the user-system interaction.

In Information Storage, the NLP system offers the potential for constructing large amount of Textual information in order to facilitate retrieval of individual facts, gathering of statistics and preparation of summaries.

ii) *Thesaurus* : Further through NLP a detailed thesaurus of contextual terms and words can be constructed. The thesaurus will deal with problems of plurals, synonyms, parts of speech etc. While preparing indexes, translation and abstracts, this thesaurus is effectively useful.

iii) *Indexing, Abstracting and Translation* : Another advantage of NLP helps in automatic indexing of keywords. NLP give rise to automatic abstracting and machine translation with regards to titles and abstracts of documents, if not full text of a document.

At present, the following Computational Models are developed introducing AI programming languages for Natural Language Processing :

1. Augmented Transition Networks (ATNs)
2. Definite Clause Grammars (DCGs)
3. Finite State Transition Networks (FSTNs) and
4. Recursive Transition Networks (RTNs).

Expert Systems (Knowledge and Rule Based Systems)

An expert system is "the embodiment within computer of a knowledge based component derived from an expert... in such a form that the machine can offer intelligent advice or take an intelligent decision about the processing function. A desirable additional characteristics, which many would consider funda-

mental is the capability of the system on demand to justify its own line of reasoning in a manner directly intelligible to the Enquirer. To attain such capacity 'Rule based Programming' is used. The expert system stores data and information specialized in a particular discipline and disseminate the same according to the needs of the users in systematic way.

An expert system contains knowledge and process where particular emphasis is placed on the user interface. Generally an expert system consists of :

- a) Knowledge Acquisition;
- b) Knowledge Base System;
- c) Inference Machine; and
- d) User Interface.

A) *Knowledge Acquisition System* : It is component of expert system that acquires knowledge and expertise from expert in a particular computational procedure that it used to interpret the facts later in systematic way.

B) *Knowledge Base System* : The knowledge base contains sets of facts with set of rules making a total area of knowledge acquired through experts. To be effective, an expert system must have a knowledge base consisting of high quality knowledge about a specific problem domain organized in rules or some other representation. The knowledge base consists of facts and rules, facts being short-term information that changes with each consultation with the system and rules the long term and more permanent information. The knowledge in an expert system is organized in such a way that it separates the domain knowledge from other system knowledge to solve problems or how to interfere with the text.

C) *Inference Machine* : It is a component of the expert system that having the general problem solving knowledge and governs how the facts are dealt by the rules and what inferences should be drawn based on changing facts connecting actions with fulfilled conditions is called inferences. Rules provide a clear and systematic way of describing knowledge and linking inferences. The processing of the rules can be stepped through with the opportunity to examine the state of things at each stage. Rules based system also provides the easy method for explaining the decisions taken at each stage of rule processing.

D) *The User Interface* : It helps to respond to the questions and queries of the users in systematic way. The explanations and answers of the expert system depend on the Knowledge Base System.

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SPREAD SHEET

Gender Gaps Education-III

HDI rank		Female adult literacy			Female primary net enrolment		Female secondary net enrolment			Female tertiary students			Female tertiary science enrolment (as % of female tertiary students) 1995	
		Rate (%) 1997	Index (1985 = 100) 1997	As % of male rate 1997	Ratio (as % of relevant age group) 1997	Index (1985 = 100) 1997	As % of male ratio 1997	Ratio (as % of relevant age group) 1997	Index (1985 = 100) 1997	As % of male ratio 1997	Per 100,000 women 1996	Index (1985 = 100) 1996		As % of males 1996
Medium Human Development (Contd.)		—	—	—	88.5	109	96	99.9	129	96	662	—	71	—
101	South Africa	83.2	107	98	99.9	123	100	96.9	140	104	—	—	—	38
102	Tunisia	55.8	143	72	99.9	114	100	72.4	167	95	1,201	293	82	28
103	Azerbaijan	—	—	—	—	—	—	—	—	—	1,472	59	94	—
104	Moldova, Rep. of	97.4	106	98	—	—	—	—	—	—	2,216	—	111	—
105	Indonesia	79.5	119	88	98.6	103	99	53.4	115	91	812	—	53	23
106	Cape Verde	62.5	132	76	99.9	107	100	35.5	125	94	—	—	—	—
107	El Salvador	74.2	114	93	89.1	128	100	36.7	114	102	1,907	146	97	28
108	Tajikistan	98.3	104	99	—	—	—	—	—	—	1,191	68	47	13
109	Algeria	47.7	146	66	92.6	117	93	64.0	151	88	1,000	197	68	35
110	Vietnam	89.0	110	94	99.9	114	100	54.2	119	97	—	—	—	—
111	Syrian Arab Republic	56.5	139	65	90.6	98	92	39.4	79	87	—	—	—	30
112	Bolivia	76.8	119	85	94.9	115	95	37.1	89	86	—	—	—	—
113	Swaziland	76.3	119	97	95.3	118	102	78.8	128	93	542	—	72	16
114	Honduras	70.2	112	99	88.6	95	103	37.9	77	111	—	—	—	26
115	Namibia	78.5	117	97	94.0	98	106	83.9	113	108	894	—	154	31
116	Vanuatu	—	—	—	69.2	96	95	38.8	111	84	—	—	—	—
117	Guatemala	58.9	119	79	70.2	115	91	31.7	122	83	—	—	—	—
118	Solomon Islands	—	—	—	—	—	—	—	—	—	—	—	—	31
119	Mongolia	78.6	115	88	87.5	88	106	63.7	69	132	2,432	92	226	53
120	Egypt	40.5	139	63	90.6	122	91	70.1	158	88	1,472	142	64	27
121	Nicaragua	63.4	106	100	80.2	106	104	52.6	102	108	1,261	124	105	—
122	Botswana	76.9	118	107	82.6	87	106	91.3	195	106	555	354	87	26
123	Sao Tome and Principe	—	—	—	—	—	—	—	—	—	—	—	—	—
124	Gabon	56.8	157	75	—	—	—	—	—	—	—	—	—	—
125	Iraq	—	—	—	69.6	80	88	33.8	74	66	—	—	—	—
126	Morocco	32.7	164	55	67.2	137	78	31.9	103	74	—	—	—	28
127	Lesotho	92.5	107	129	74.3	90	118	80.3	93	122	238	203	116	21
128	Myanmar	78.8	112	89	98.5	131	99	53.0	149	96	—	—	—	61
129	Papua New Guinea	64.2	125	79	72.5	121	85	—	—	—	209	294	50	—
130	Zimbabwe	87.6	112	93	92.2	92	98	56.3	111	91	373	—	41	14
131	Equatorial Guinea	70.1	133	77	79.9	80	102	64.8	92	90	—	—	—	—
132	India	39.4	134	59	71.0	111	86	48.0	133	68	481	134	61	—
133	Ghana	56.5	—	—	41.8	107	93	—	—	—	—	—	—	—
134	Cameroon	64.6	147	82	59.1	86	92	34.7	90	77	—	—	—	—
135	Congo	69.8	145	83	75.8	77	94	74.3	74	79	—	—	—	—
136	Kenya	71.8	—	—	66.6	86	105	57.4	102	89	—	—	—	—
137	Cambodia	—	—	—	99.9	100	100	30.9	109	66	30	—	18	—
138	Pakistan	25.4	151	46	—	—	—	—	—	—	—	—	—	—
139	Comoros	48.2	107	77	45.4	85	83	32.2	100	82	—	—	—	—

Source: Human Development Report 1999, UNDP.

(Contd. from page 23)

Every expert system is customer specific and specific knowledge expert system is a fascinating information system to design, develop and use. It reflects a co-ordination of a variety of knowledge of an information professional.

Conclusion

When the abovesaid AI techniques were applied to Libraries and Information Centres, there is more systematic and convenience. Each one of these techniques will be of more useful too.

Information retrieval systems perform the documentation and service effectively. The Information retrieval systems used to keep users profile and information database and with its own intelligence, it will match the both and disseminate the information requirements. Further Natural Language Processing acts as easy media through which user will get any information with ease and in little time. Expert Systems help to answer to the user's queries. In this way, they are of immense help for Reference and Information Services. The Robots are very effective for routine work such as Circulation service in Libraries and Information Centres.

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SIR M. VISVESVARAYA INSTITUTE OF TECHNOLOGY BANGALORE-562 157

Sir M. VIT is named after Barath Ratna Sir M. Visvesvaraya, a great Engineer statesman and an able administrator and was started in the year 1986 by a group of philanthropists belonging to Raju Kshatriya community under the Banner of "Sri Krishnadevaraya Educational Trust".

The Institute is situated on Bangalore-Hyderabad National Highway at a distance of about 21 Km from the city of Bangalore. The College is located in a spacious campus of about 135 acres, having green, clean and peaceful atmosphere conducive to learning. The College runs the following courses which are affiliated to either Visveswaraiyah Technological University OR Bangalore University.

Course	Intake	Course	Intake
1. B.E. (Civil)	: 30	5. B.E. (Electl. & Elns)	: 60
2. B.E. (Mech)	: 90	6. B.E. (CSE)	: 60
3. B.E. (IE & M)	: 30	7. B.E. (IS & T)	: 30
4. B.E. (Elns. & Commn)	: 90	8. MCA	: 30
5. B.E. (Telecom)	: 40		
		Total	: 460

The Institute has TWO Boys' Hostels and ONE Girls' Hostel. Subsidized Transport facilities are provided for the students to commute from various parts of the city. The Institute offers various incentives for meritorious students in the way of Full Freeship, Half-Freeship, Prizes and additional Laboratory facilities etc. It has well equipped Library which is provided with both E-Mail and Internet Facilities. The campus has 24 Hours Water Supply and Electrical Supply provided by Bore-Wells and Diesel Generator Sets.

The College has a Training and Placement Centre, ISTE Chapter, Canteen, Bank Facilities and also provides Medical Care to the students and Staff. The Institute has an excellent Sports Complex, which provides both Indoor and Outdoor Game Facilities. It is shortly going to be placed on Web Site.

For further information contact :

Honorary Secretary,
Sri Krishnadevaraya Educational Trust,
Bangalore Palace,
Bangalore-52
Phone : 080-3343442/3343448/3441200
Telefax : 080-3343448

The Principal,
Sir M. Visvesvaraya Institute of Technology,
Bangalore-562 157

Phone : 8467248
Fax No. : 080-8467081

Women's Studies

Prof. V.C. Kulandaiswamy, Former Vice-Chancellor, Indira Gandhi National Open University, New Delhi, delivered the convocation address at the Eleventh Convocation of the Avinashilingam Institute for Home Science and Higher Education for Women (Deemed University), Coimbatore. He said, "Women's studies should (therefore) concentrate on the nature of opportunities that now emerge for women to prepare themselves for playing an equal role — not necessarily identical role — with men in the affairs of the society. The research studies should consider the areas of disability, the handicaps, the impediments and the prejudices that women face and devise ways of educating and enabling men and women to remove them." Excerpts

The twentieth century, at the end of which we stand, has seen many revolutions : some in parallel, some in series. Besides the breath-taking advances in science and technology, this century has seen a significant civilising, refining and liberating influence on human life. Besides the political liberation of colonies, there has been social emancipation of disadvantaged groups. The largest disadvantaged group, irrespective of land, religion and language is the women folk, including those in the advanced countries. Women are handicapped in different degrees all over the world. It is claimed by some of our scholars that in ancient India, men and women were equal. This is inferred from the fact that we had in those days poets, philosophers and eminent women. However, since the Christian era, women have been by and large relegated to a secondary position, mostly inferior position. The 20th century really marks the beginning of the process of educating, developing and empowering women.

Women got their right to vote only in this century : it was in 1920 in USA : 1928 in U.K. and 1944 even in France : the country of Voltaire and Rousseau : the country which stood for liberty, equality and fraternity. It was only in 1971 that

women in an advanced country like Switzerland got the right to vote and stand for election.

When it comes to elected Govt. Offices (1996) even the advanced countries present a very sad picture. Women in political offices constitute only 6.9% in U.K. : it is 10.8% in France : 7.2% in Singapore and India with 5.8% compares favourably with the advanced countries. The highest is the USA with 33.1%. In general, the journey of women towards liberation and empowerment truly began in this century only : women have to go a long way to gain equal political, social and economic status.

The consistent efforts being taken in this century, to address ourselves to the problem of women can be seen from the number of world conferences organised.

- The United Nations General Assembly declared 1975 as the International Year of Women. In continuation it declared the international women's decade and organised a number of conferences.
- 1975 World Conference at Mexico.
- 1980 World Conference at Copenhagen.

- 1985 World Conference at Nairobi. The Nairobi Conference laid out the Nairobi Forward Looking Strategies for the advancement of women upto 2000 AD.
- 1979 U.N. Convention on the Elimination of All Types of Discrimination Against Women.
- 1990 World Summit for children which set goals for health, education and nutrition for Women.
- 1995 Fourth World Conference on Women held at Beijing.

There is in the human society, as now organised, an inherent block to women gaining equal status. The human society is hierarchically organised; the relationship is vertical; the ruler and the ruled; the boss and the sub-ordinate; the senior and the junior; the one to order and the other to obey; even among equals one is accepted as more equal than the other. We have not yet developed the rules of the game for two equals to live in harmony. We have well defined tradition for the vertical relationship of unequals; but we have no legacy for the horizontal relationship of equals; it is still in the process of evolution. In those societies where "the more equal" status of the husband is recognised, either implicitly or explicitly, the family atmosphere is free from tension and there is no break down. When women claim that they are equal, it is conceded in principle; not seriously disputed. Equal status for women is granted to them by menfolk as a precious possession; it is meant to be cherished and preserved : not intended for routine use : but if they take it seriously, think of, and resort to, practising equality, there appear problems and breaking of families. The large number of divorces in advanced

are matters of the mind and not of the body. One must therefore look for equality in the world of knowledge, not in dress, not in habits, not in any external manifestation. Women must choose to maintain whatever feminine characteristics and qualities that nature has endowed them with and remain equal with men. They need neither imitate nor copy men.

The "Sub-committee on Women's Role in Planned Economy", constituted by the National Planning Committee of the Congress Party, formed in 1939 observed as follows :

"We do not wish to turn woman into a cheap imitation of man or to render her useless for the great tasks of motherhood and nation building. But in demanding equal status and opportunity, we desire to achieve for women the possibility of development under favourable circumstances of education and opportunity... We would like to displace the picture so deeply impressed upon the racial imagination of man striding forward to conquer new worlds, woman following wearily behind with a baby in her arms. The picture which we now envisage is that of man and woman, comrades of the road, going forward together..."

I mentioned earlier that men and women are complementary to each other; together they constitute a whole. I am not a very religious person, nor am I well versed in our philosophical traditions; but I have always wondered at and admired the concept of Ardhanareeswarar where the spouse of Lord Shiva forms one half — not less, not more and not the same half-of Him. There can be no greater recognition of the place and role of women than what this concept proclaims.

We accept that motherhood is sacred; but it is this sacred responsibility that confines the women to the home and makes her a depend-

ent individual in comparison to men. The world that we seek to create must be such as to enable women to play their role as mothers — bear, bring forth and rear children — and still be able to enjoy economic, social and political equality.

Women must remain women as nature made them; be proud of their state and claim, assume and enjoy equality of status in the society. Any mature contemplation will reveal that in the complementary role that the woman plays, she is not only one half, but is truly and not formally the better half.

A survey of the human progress indicates that our society is moving more and more towards a state where emancipation of women from all their bondages is possible. Many speak of God the unknown; man is equally an unknown entity. In this and other statements "man" includes "woman". We know very little of him; very little of his potential. He is like the Vamana of the Mythology; his dimensions are enormously more than what they seem to be. While he has great achievements to his credit in understanding Nature and the external world, his understanding of his own self is very limited. He is really his own puzzle. But one thing is certain, man is a combination of the muscle and the mind. The human progress can possibly be interpreted in terms of the increasing role of the mind in preference to the muscle. We find that there has been over the centuries, a continuously increasing dependence on the contributions of the mind; an increasing superiority of the powers of the mind in comparison to those of the muscle. This change is reflected almost in every activity.

Among the challenges that we face, and the responsibilities that

devolve on our shoulders, some are common to both men and women; some are better done by women than by men, while some are better suited to women than to men; there are yet others where it is desirable to let the men do and in all these cases I would like to qualify each statement by the phrase "predominantly" and not "exclusively". Both can teach; both can practise law or medicine; both can administer and manage; but it is better to leave men to do the job of a mine worker and women to dominate nursing than claim an equal share in both. Women need not work in the furnace to claim parity with men; they can better do typing and may even be earning more. They need not drive bulldozers and trucks to assert their equality with men; they can operate the telephone and the FAX across and within the countries. They may prefer cleaning and sweeping to carrying luggages as porters on the platform. What I am trying to drive home is equality of opportunities and equality of status without any disregard to the biological differences.

We are aware that the constitution of the country aims at ensuring equality for women. The law does not discriminate against them. All the political parties declare on every platform that they are for the development and empowerment of women. If the actual situation does not change commensurate with the declared intentions, our failure as in many other areas, is in implementation. It needs a change in outlook and approach of both men and women. It also needs the preparation of women to be able to claim and maintain an equal status. It will not come to them as a gift. Education truly holds the key for such a change and preparation; science and technology offers the real chance for a life of freedom, dignity and equality for women consistent

and in conformity with, their biological differences and disposition.

Women's studies should (therefore) concentrate on the nature of opportunities that now emerge for women to prepare themselves for playing an equal role — not necessarily identical role — with men in the affairs of the society. The research studies should consider the areas of disability, the handicaps, the impediments and the prejudices that women face and devise ways of educating and enabling men and women to remove them.

In the second half of this century, higher education has come into focus. The universities have increased many fold. Their functions have assumed new dimensions. Initially, they were concerned with scholarly pursuits. Today, they also have to deal with developmental functions. In this, the role of women and preparing them for the responsibilities that may devolve on them will be a major task for the universities in general and women's universities in particular. The new challenges that education and research in general and women's education and women's studies in particular will have to face are immense. The authorities of the University and the members of the Faculty need to prepare themselves to meet the new responsibilities that will descend on their shoulders.

I do not believe in rendering advice; more so when it is not sought for. However, I have an appeal to make. Every one of you is a privileged individual. Among 100 girls of your age group, only 4.2 get admission to the higher education system. 95.8 are denied access due to various factors. You are one among the four in hundred. This privilege is the gift of

the society; the contribution of the common man. He had no privilege of higher education; he will not understand the language you speak, even if it be Tamil. He has little knowledge of what you people learn. Even his son and daughter may not enter the portals of a University. Nevertheless, it is through his contribution, the result of his labour that educational institutions are

established; and maintained : instruction is imparted. He believes that the educational institutions and the products coming out of them will do good to him and to the society of which he is a part. Wherever we are, whatever we do, we have an obligation to him; we are indebted to him. It must be our endeavour to repay this debt in whatever measure we can. □

**JANATA SHIKSHAN PRASARAK MANDAL'S
BABASAHEB NAIK COLLEGE OF ENGINEERING, PUSAD
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		Open	SC	ST	VJNT	OBC	
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Mechanical	Prof.	—	*01	01	01*	—	02
	Asst Prof	—	01*	01 ³	—	01	03
Electronics	Prof.	01	01*	01*	—	—	03
	Asst. Prof.	—	01*	01*	—	01	03
	Lecturer	01	—	01*	—	—	02
Electrical	Asst. Prof.	—	—	—	—	01	01
	Lecturer	—	*01	01	—	01	02
Computer	Asst. Prof.	01	01*	—	01 ³	—	03
	Lecturer	—	—	01*	01 ²	—	02

* Reservation interchange as per Govt. Resolution No. BCC-1094/CR-57/94/16-B, dated 5/12/1994

(Notes : - i) Figure on top of number of posts indicates the number of time the post has been advertised.

- ii) Qualifications and pay scale as per AICTE Norms and as per Government of Maharashtra rules.
- iii) If suitable B.C. candidates are not available or not found suitable, open category candidates will be considered on temporary basis for one academic session only.
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PRINCIPAL



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Non-graduates with 6 years of managerial/supervisory/professional experience.

Along with the above eligibility criteria for all programmes except Capsule programme, candidates must have qualified the OPENMAT test, conducted by the University.

- Last Date for application submission at PALS centres (list of centres given below) for admission to Capsules starting January 2000: 31.12.1999.
- Last Date for receipt of application to Director (SR&E), IGNOU, Post Box No.-02, New Delhi-110068 for Entrance Test (OPENMAT) to be held on 06.02.2000 for Management Programme being offered online under MEIDS Project starting July 2000: 31.12.1999.

Students Handbook & Prospectus which contains all information and the relevant forms is available at all the following PALS centres from 12.12.1999 and can be obtained by paying Rs.300/- in cash at the PALS centre of your choice:

- DIMS Foundation, Hans Bhawan, 1 Bahadurshah Zafar Marg, NEW DELHI-110001. ● Society for Management & Development Studies, Plot No. 45, IV Floor, Zone-I, Commercial Area, MP Nagar, BHOPAL-462 021 (M.P.). ● Jawaharlal Nehru National College of Engineering, Navda Campus, SHIMOGA-577201 (Karnataka).
- Chennaya Vidyapeeth, Warran Road, COCHIN-682016 (Kerala). ● Mahta Institute of Management Studies, T.C.C. Complex, Plot No.4, Sector-10, FARIDABAD-121006 (Haryana). ● Assam Institute of Management, Navagni Road, Chandanar, GUWANATI-781003 (Assam). ● Department of Management Studies, University of Kashmir, Hazratbal, SRINAGAR-190006 (Kashmir). ● SMS Institute of Business Management, Heavy Engg. Corporation, Hostel No.3, Okhara, RAJCH-834004 (Bihar). ● Bhuvaneshwar Inst. of Management & Inf. Technology, Gitanjali, Rasulpur, BHUBANESHWAR-751010 (Orissa). ● Inst. of Mgmt. Studies Career Development & Research, CSRD Campus, Station Road, AHMEDNAGAR-414001 (Maharashtra). ● Badruka College, Post Graduate Centre, Kachiguda, HYDERABAD-500027 (A.P.). ● David Memorial Inst. of Mgmt., 12-13-1275, 'Jehovah Jesh', Tarnaka, SECUNDERABAD-500017 (A.P.). ● Bhagirathi Society, 4-34, Shivalli Nagar, BHEL, HARDWAR-248403 (U.P.). ● Shiva Institute of Management, KK-04, Kavi Nagar, GHAZIABAD-201002 (U.P.). ● Institute of Informatics & Management Sciences, Anyapiparam, Garh Road, MEERUT-250004 (U.P.). ● Lal Bahadur Shastri Inst. of Mgmt. & Dev. Studies, Gaurabagh, Near Gurukul Police Station, Kuril Road, LUCKNOW-226026 (U.P.). ● Institute of Business Management & Research, MIDC, Block-C, Chinchwade, PUNE-411018 (Maharashtra). ● MEPCO Schenk Engineering College, Mapco Engineering College (P.O.)-826005 (Via) Virudha Nagar, (Tamil Nadu). ● Talsam Research Foundation, City Plaza, Bopal, AHMEDABAD-380058 (Gujarat).
- Institute of Cooperative Management, Cooperative Complex, Lamphelpet, Imphal, MANIPUR-795004.

**DIRECTOR
PROJECT MEIDS**



**DR. YASHWANT SINGH PARMAR UNIVERSITY OF
HORTICULTURE & FORESTRY, NAUNI-SOLAN (H.P.)**

Academic Section

ADMISSION NOTICE

Applications are invited for admission to Doctoral Programme in the following subjects for the Academic Session 1999-2000 commencing from 01.02.2000.

COLLEGE OF HORTICULTURE

(i) Pomology (ii) Vegetable Crops (iii) Fruit Breeding & Genetic Resources (iv) Entomology & Apiculture (v) Mycology & Plant Pathology (vi) Biotechnology (vii) Floriculture & Landscaping and (viii) Postharvest Technology.

COLLEGE OF FORESTRY

(i) Tree Improvement & Genetic Resources (ii) Silviculture (iii) Agroforestry (iv) Forest Products (v) Soil Science & Water Management (vi) Agriculture Economics.

MINIMUM QUALIFICATIONS/FELLOWSHIPS/STIPENDS/RESERVATION OF SEATS

As per details in the University Prospectus.

Prospectus alongwith application form can be obtained from the office of the Registrar, Dr. Yashwant Singh Parmar University of Horticulture & Forestry, Nauni-Solan-173 230 (HP) on payment of Rs. 75/- in cash at counter or by sending bank draft worth Rs. 100/- payable at State Bank of Patiala, Nauni in favour of the Comptroller of this University.

LAST DATE FOR SUBMISSION OF APPLICATION : 22.01.2000

DATE OF INTERVIEW

- | | |
|----------------------------|---------------------------------------|
| i) College of Horticulture | : 28.01.2000
(11.00 am to 1.00 pm) |
| ii) College of Forestry | : 28.01.2000
(2.00 pm to 5.00 pm) |

NOTE : i) The candidate seeking admission must attach copies of all the requisite certificates duly attested by the Competent Authority with the admission form. They should also bring original certificates at the time of interview. The candidates must produce the PDC/result notification at the time of interview in support of their having passed qualifying examination.

ii) No separate interview letter will be issued.

iii) No TA/DA is admissible.

**GK Srivastava
REGISTRAR**

CAMPUS NEWS

PG Diploma in Human Rights

A one year postgraduate diploma course in human rights, international humanitarian and refugee laws has been started by the Indian Society of International Law (ISIL), a research-oriented national institution for the propagation of public international law with the financial and technical collaboration of the National Human Rights Commission (NHRC), the International Committee of the Red Cross (ICRC) and the United Nations High Commissioner for Refugees (UNHCR).

"This is the first course of its kind in South Asia, which integrates in a single package the three distinct legal regimes intended to protect and promote respect and dignity of the human being", said Dr. D.S. Mohil, director of the ISIL, highlighting the uniqueness of the new course.

The course has been designed to explore in detail topical issues such as changing status of combatants in modern conflicts, the legal and humanitarian dimensions of anti-personnel mines, the implications of the International Criminal Court, vulnerable groups like women and children in armed conflict, development of minimum humanitarian standards etc.

"The classes devoted to international humanitarian law (IHL) will be taught jointly by members of the ICRC staff based in New Delhi along with eminent professors and practitioners in the disciplines," said Savita Varde-Naqvi of ICRC.

In August 1949, fifty-eight countries signed the four Geneva Conventions, which embodied the

rules of warfare that had been re-drafted in the wake of the worst abuses of the Second World War, the holocaust, mass deportations, the terror bombing, the gas chambers.

The Geneva Conventions, which are today binding on 188 States, constitute the most universally recognised treaty of the international humanitarian law. They embody a categorical refusal of States to see those horrors repeated. The code of conduct in warfare laid down in the Geneva Conventions clearly implies that even in war, a distinction between civilisation and barbarism, between humanity and savagery has to be made. "In spite of the legal framework limiting the means and methods of warfare and extending legal protection to different categories of non-combatants, something has definitely gone wrong somewhere", said Michel Ducraux, the ICRC's Regional Delegate.

"Otherwise", he added, "why should thousands of innocent people have to die or face untold suffering due to conflicts, both of international and non-international character. This confirms that the letter of law alone is not enough to regulate behaviour in conflict. It is the will to implement that law, the will to be accountable to oneself before being accountable to the provisions of law.

IGNOU Plans New Courses

The Indira Gandhi National Open University (IGNOU) through its School of Social Sciences would launch three different

courses — Bachelor's Degree Programme in Business Economics, Certificate Course in Women's Empowerment and Development, and a Certificate course in Labour and Development — from the next academic year.

The course material of the Advanced Diploma in Tourism Studies and Certificate in Environmental Studies will now be available in Hindi as well as in English.

Though the world's socio-economic and political scenario has changed at both local and global levels, the thrust areas of the School are now; Business Economics, Community Resources and Social Development, Consumer Studies, Disaster Management, Environmental Studies, Human Rights, Labour and Development, Participatory Forestry, Tourism Studies and Women's Empowerment.

In the field of extension education, the School has taken up Community Awareness on Disaster Preparedness and launched a Certificate course in Participatory Project Planning on pilot basis in Madhya Pradesh and Rajasthan in July this year.

The new programmes launched in 1998-99 also include the Certificate in Participatory Forest Management (PFM), and Certificate in Disaster Management (CDM).

Tamil Virtual University

The high-level committee, constituted by the Government of Tamil Nadu to suggest ways and means for establishment of Tamil Virtual University has presented

its report to the Chief Minister, Mr. Karunanidhi.

The committee, headed by Dr. V.C. Kulandaisamy, former Vice-chancellor of Indira Gandhi National Open University, has gone into various aspects, including the benefits that the new seat of learning would bring to people.

The proposal to set up such a university was announced by the Chief Minister in his Budget speech in March and the objective of project was to carry the benefits of internet and information technology to the Tamils world over. This came as a follow-up to making Tamil the first language in the country to have a universally accepted keyboard and encoding scheme for use in information technology.

Nehru Scholarships

The Jawaharlal Nehru Memorial Fund has granted scholarships to the following students under the Scheme of Jawaharlal Nehru Scholarships for Doctoral Studies in different Universities, for studies leading to the degree of Ph.D :

Mr. Sanjay Gupta, Indian Institute of Management, Bangalore — Science; Ms. Adikesavan Nallini, University of Madras — Science; Ms. Shivani Chhabra, AIIMS — Science; Ms. B. Sankareswari, Tamil University — Sanskrit; Ms. Bindia Trivedi, Delhi University — History; Mr. Shikhar Ranjan, Jawaharlal Nehru University — Law; Mr. Shailendra K. Dube, Jawaharlal Nehru University — International Relations; Mr. Ram Krishan Dutt Sharma, Rajasthan University — Law; Ms. Kumari Kummed Pandey, Ram Manohar Lohia University — International Relations; Mr. A. Gangatharan, Jawaharlal Nehru

University — History; Ms. Anindita Chakrabarti, Jawaharlal Nehru University — Health Care; Ms. Janki Abraham, Delhi University — Sociological Study; Mr. Suresh M., Mahatma Gandhi University — Social Change; Ms. S. Vijaya, Jawaharlal Nehru University — Social Change; Mr. S. Lawrence Selvaraj, University of Madras — Environmental Studies; Mr. A. Selvam, University of Madras — Sustainable Development; and Ms. Rini Sebastian, Cochin University — Environmental Studies.

The candidates studying in India for their Ph.D. degree will get Rs. 6,000/- p.m. as scholarship, and Rs. 10000/- per annum as contingency allowance with effect from 1.1.2000. In addition, they will also get reimbursement of their University tuition fee plus expenses on visit to their homes once a year.

Mr. Kalantar Enayatollah, an Iranian national, and Mr. Uttam Kumar Chowdhury, a Bangaldeshi national, have also been given scholarships for Ph.D. studies in India.

The names of candidates of Indian nationality who have been awarded scholarships in connection with their visits to other Asian countries for collection of material for their Ph.D. studies in India are 1. Mr. Awalendra Kumar Thakur — Singapore; 2. Mr. Kadirvel P. — Philippines; 3. Mr. Kamal Mustafa Ansari — Pakistan; 4. Mr. P. Sekar — Indonesia; 5. Ms. Amita Paliwal — Pakistan; and 6. Mr. Rahul Tripathi — Srilanka.

In addition, Ms. Maushumi Guha of Jadavpur University and Ms. Manpreet Janeja of Delhi University have been awarded Jawaharlal Nehru

scholarships for 3 years for pursuing courses of research at Cambridge University, UK, leading to the degree of Ph.D. from the session October 1999.

Maulana Azad's Birthday

The synergising role that freedom fighter and educationist, Maulana Abul Kalam Azad, played in moulding the nation politically, educationally and technologically, was highlighted during the 'International Students Day' celebrations organised by the School of Economics of the Madurai Kamaraj University (MKU), to mark the leader's birthday.

Presiding over the function, sponsored by the Indian Council for Cultural Relations (ICCR), Prof. M. Salihu, Vice-Chancellor, MKU, said that Moulana Azad's stature and scholarliness were such that even Mahatma Gandhi used to take his advice for matters pertaining to the nation's interest.

Not only was Dr. Azad instrumental in the formation of premier institutions like ICCR, University Grants Commission (UGC), Centre for Scientific and Industrial Research (CSIR) and the Central Sahitya Academy, soon after Independence, but also in revamping the educational outlook of colleges and universities.

Despite being born in Mecca, the nationalistic spirit of the leader made him choose India as homeland where he served as an epitome of patriotism, humanism, tolerance and knowledge, Prof. Salihu said. He observed that the leader's ideal in the formation of the ICCR was to provide an opportunity for students from abroad to study in India.

ICMR Awards Announced

Dr. Kamala Krishnaswami, Director, National Institute of Nutrition, Hyderabad and Dr. M. Gourie Devi, Director, National Institute of Mental Health and Neuro-Sciences, are joint winners of the prestigious Basanti Devi Amir Chand Prize for 1997 instituted by the Indian Council of Medical Research.

While Dr. Krishnaswami got the award for her work on diet and cancer, Dr. Devi has been awarded for her work in the field of neuroepidemiology.

The Dr. P.N. Raju Oration Award would be received by Dr. O.N. Nagi of PGIMER, Chandigarh for his work on developing new techniques in bone grafting. The Sandoz Oration Award for cancer research has been jointly bagged by Dr. B.B. Yeole of Bombay Cancer Registry, Mumbai and Dr. Rajnu Ralhan of AIIMS.

Four young scientists who have been selected to receive the Shakuntala Amir Chand Prize are Dr. Sunil Pradhan of Sanjay Gandhi PGIMS, Lucknow, Dr. Vedantam Rajsekhar of CMC, Vellore, Dr. Ashim Ghatak of CDRI, Lucknow and Dr. Poonam Kakkar of Industrial Toxicology Research Centre, Lucknow.

Dr. Gita Satpathy of AIIMS and Dr. Dipika Mohanty, Institute of Immunohaematology, Mumbai, would be given prizes in the field of micro-biology and molecular basis, diagnosis, pathophysiology and management of bleeding disorders, respectively.

The spokesman of the ICMR, Mr. Ranbir Singh, mentioning that the awards would be given soon, further detailed the list of awards. Dr. Asha Mathur of KG Medical

College, Lucknow is given the award for Women Scientist, while Dr. Umesh Kapil, AIIMS got an award for his work in community medicine and maternal and child health.

The list of awardees also includes, Dr. N.K. Mehra, Dr. B.M. Biswal and Dr. S.K. Sharma of the AIIMS, Dr. R.K. Chaddha of Institute of Human Behaviour and Allied Sciences, Dr. R.K. Kale of JNU, Dr. Samiran Panda of Belghoria, Calcutta, Dr. K.K. Ganguly of ICMR headquarters, Dr. Neeru Singh, Dr. Roshan Colah, Dr. K. Madhawan Nair, Dr. T. Adak, Dr. Neeloo Singh, Dr. Atul Goel, Dr. V.K. Sharma, Dr. Kalluri Subha Rao, Dr. T. Ramachandra Rao, Dr. R.K. Dhiman and Dr. Shally Awasthi.

Education Plan for Punjab

Punjab Chief Minister, Mr. Parkash Singh Badal has announced constitution of a committee involving Vice-chancellors of Punjabi, Guru Nanak Dev and Punjab Agricultural Universities to evolve an integrated education scheme suited to the state's needs.

Inaugurating the 15th North Zone Inter-Varsity Youth Festival at Guru Tegh Bahadur Auditorium in Punjabi University, Patiala, he said there was an urgent need to improve educational facilities in rural areas for which a special scheme needed to be formulated.

This scheme should be formulated in such a way that the poor could receive education which would enable them to compete with their urban counterparts.

The Chief Minister said human resource development was the need of the hour. The education standards in the state would

have to be improved so that students could stand up to those educated in advanced countries. He said the centre should also help in this endeavour as the state did not have sufficient resources at its command.

The Chief Minister, who also honoured filmstar and Lok Sabha member Raj Babbar on the occasion, said the leadership qualities displayed by Punjabis had enabled them to make their mark in various spheres all over the world.

Vice-Chancellor Jasbir Singh Ahluwalia, referring to five priority thrust areas, said projects for development of Punjabi literature, language and culture would be given top priority. The requisite inputs would be provided to the state government for the socio-economic development of the state.

Dr. Ahluwalia said the university would be made research-oriented. He said the university had almost succeeded in isolating a glycoprotein molecule which would revolutionise the process for blood cell culture. Another breakthrough was development of a new anti-hypertension agent named AG-8.

The next priority thrust area was correlation of indigenous speculative thought to world thought, particularly in the realm of Sikh thought. The Vice-Chancellor said the fifth thrust area related to imparting to the student community not only knowledge but cultural values as well.

Seminar on Educational Research

A UGC seminar on Educational Research for B.Ed. and M.Ed. students was recently held at Sri Sarada College of Education,

Salem. In the first session papers were presented on 'Types of Research', 'Framing and Testing of Hypotheses' and 'Agencies Promoting Educational Research'. The Chairperson was Dr. Mrs. M. Sumathy, Principal. 'Tools and Techniques of Research' was the theme of the second session which was chaired by Dr. Ms. V. Usha Sri. B.Ed. and M.Ed. students prepared and presented papers in the first two sessions. The teaching staff of the college also presented papers in the first two sessions. The teaching staff of the college also presented papers pertaining to 'Implications of Educational Research' in the third session. They covered a wide range of areas like; Various Aspects of Women, English Education, Mathematics Education, Teacher Behaviour, Organisational Climate of Educational Institutions, Text Book Analysis and Educational Technology. Dr. Mrs. C. Janakavalli chaired the third session.

Training in Information Handling

All India Institute of Medical Sciences in collaboration with the Medical Library Association of India proposes to organise a National Training Programme on Modern Technologies for Information Handling at AIIMS from February 7-11, 2000. The training shall be imparted on the modern topics viz. Library Automation, On-Line Searching, CD-ROM Databases, CD_Networking, Virtual Libraries, E-Mail Services, Bar-Code Technology, Multimedia, Telecommunication, Library Networking, Electronic Publishing, Internet etc etc.

The training is designed to benefit Librarians, Information Specialists, Documentalists, R&D Scientists, Health Scientists, Com-

puter Professionals and Teachers in Library Science.

Extensive Practical training shall be given. Further details may be obtained from Dr. R.P. Kumar, Chief Librarian, All India Institute of Medical Sciences, Ansari Nagar, New Delhi-110 029.

Internet and Social Science Information

The National Social Science Documentation Centre, (NASSDOC), New Delhi, and Information and Library Network Centre (INFLIBNET) are jointly organising a 4-day training workshop on Internet and Social Science Information on December 13-16, 1999 at INFLIBNET Centre, Ahmedabad under Indo-Dutch Programme on Alternatives in Development (IDPAD)-Exchange of Literature, Documents and Data (EOLDD).

The objective of this workshop is to provide participants sufficient exposure to these new alternatives for accessing social science information available on Internet. This will be achieved through lectures, presentations, discussions, and demonstrations with focus on hands-on-experiments to develop necessary skills.

Course contents include : *Social Science Information* — Nature, type, growth, format etc; *Information Centres and Library Networks* (NASSDOC, INFLIBNET) — *Introduction to Internet* — Email, Telnet, ftp, WWW and other tools; *Internet*

and Social Science Information — Discussion forums, electronic journals, bibliographic databases, reference collection and other information sources; *Search Techniques* — Search engines, Gateways, Directories, Websites; *Major Websites* — Indian and International.

The workshop will be of interest to Social Scientists, Research scholars, University teachers, Social science information users, Information intermediaries, Library and Information professionals.

For more information please contact : Dr. T.S. Kumbar, Scientist D (LS), Information and Library Network Centre (INFLIBNET) P B No. 4116, Near Gujarat University Guest House, Navrangpura, Ahmedabad-380 009, Tel : 079-6304695, 6305971, 6308528, Fax : 079-6300990, Email: kumbar@inflibnet.ernet.in OR Dr. K.G. Tyagi, Director, National Social Science Documentation Centre (ICSSR) 35, Firozeshah Road, New Delhi-110 001, Fax : 011-3381571, Tel : 011-3385959, Email: postmast@nassdoc.delnet.ernet.in

Education and Information Technology

Rai Bahadur Sohan Lal Memorial National Seminar on 'Revolution in Education Through Information Technology in New Millennium' is being organised on 16 December 1999 by Sohan Lal DAV College of Education, Ambala City on the occasion of Diamond Jubilee of the College in collaboration

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CORRIGENDUM

Refer Admission to the Ph.D. Programme of our University published on 2nd inner cover of *University News* issue dated November 29, 1999.

In the Sub Heading, **Research Areas** : Please amend to read word Computer Science in place of Computer Applications.

ACADEMIC REGISTRAR

with All India Association of Educational Research.

1. Revolution in Education through Information Technology; 2. Education for All — Global Commitment; and 3. Role of NCTE in Teacher Education.

Further details may be had from Dr. D.P. Asija, Principal, Sohan Lal DAV College of Education, Ambala City. Fax : 0171-444133, E-Mail : davpubab@nde.vsnl.net.in

Library Staff-User Meet

The Central Library, IIT Madras, organized 12th Staff User meet followed by special lecture on "Time Management" by Dr. S. Ravi, Co-ordinator and Head, Library and Information Science Division, Directorate of Distance Education, Annamalai University, Annamalai Nagar on 29.10.1999. Over 70 participants including staff, students and local Librarians attended the meet. Dr. Harish Chandra, Librarian, Central Library, IIT, Madras chaired the meet. Mr. M. Koteswara Rao, Deputy Librarian proposed a vote of thanks.

On Line Access to Union Databases

Recognising the potentials of INTERNET, INFLIBNET has recently introduced an on-line access to the following seven databases through World Wide Web : Current Serial, Serial Holding, Theses, Books, Secondary Serials, Research project, Experts.

First five databases represent the holdings information contributed by the university libraries and the last two have the information contributed by the faculty members from the universities. Processing of data relating to all these databases is carried out using CDS/ISIS software to facilitate the on-line access to this valuable

information collected by INFLIBNET. Data from CDS/ISIS has been transferred to RDBMS in ISO 2709 format using specially designed interfaces. To retrieve the pertinent information from each of the database, smart Search Engines have been developed providing major access points. On reaching the INFLIBNET Website at URL: <http://www.inflibnet.ernet.in>, on the very first page, names of all the seven databases appear. From here, user can select respective databases and then conduct searches using various access points. Search results are displayed in a logical order at different levels. With each record the location (i.e. library name) is provided along with communication address. All the servers are up 24 hours and currently there is no restriction for accessing these databases. Updates are carried out on regular basis and number of records are growing on daily basis.

INFLIBNET and NASSDOC (ICSSR) Collaboration

Information and Library Network Centre (INFLIBNET) and National Social Science Documentation Centre, (NASSDOC) plan to provide a collaborative service to the social science community in the country. The following areas of mutual interest have been identified for establishing collaboration between both the institutions, which will ultimately facilitate resource sharing.

1. Enrolling NASSDOC and other ICSSR funded institutions as members of INFLIBNET.
2. Providing technical know-how and software support in automating information services of ICSSR institutions.
3. Providing information services.

4. Development of union catalogue for different types of materials.
5. Hosting different databases developed by NASSDOC on INFLIBNET servers.
6. Creation of websites for ICSSR and NASSDOC.
7. Training programme.

Further modalities for executing the work in each of the areas identified above are being worked out and a Memorandum of Understanding will be signed in due course. INFLIBNET and NASSDOC strongly believe that this collaboration will go a long way in supporting the academia and researchers in the country.

To begin with INFLIBNET is hosting a four day training workshop on 'INTERNET and Social Science Information' from 13-16 Dec. 1999, jointly with NASSDOC, at Ahmedabad.

Conference on Teacher Education

J.S.S. College of Education, Bijapur (Karnataka) plans to organise in collaboration with the National Council for Teacher Education the XIII National Conference on Teacher Education at Bijapur (Karnataka) on 28-30 December, 1999. The theme of the conference will be Integrating Theory and Practice in Teacher Education.

Suggested sub themes are : Integration — Concept, rationale and process; Defining the theoretical and practical components of teacher education — Is there a consensus?; Perspectives on theory-practice relationship — role of 'Foundation' courses; Integration of content and pedagogy — a critical look at 'Methods' courses; The practice teaching experience —

how much 'integrating' is it?; The theory practice dilemma — redefining the knowledge-base of teacher education; Approaches to theory development — promise of 'practice-assisted' theory for teacher education; Realising the potential of "teachers' knowledge" — the concept of "grounded" theory; Seeking integration through interdisciplinarity in educational research; and Challenge of integration in teacher education : What can we learn from other professions?

Further details may be had from Dr. V.V. Malagi, Conference Director and Principal, B.L.D.E.A's, J.S.S. College of Education, Solapur Road, Bijapur-586 103.

Jawaharlal Nehru Fellowships

The Jawaharlal Nehru Memorial Fund has chosen distinguished scholar Reba Som and IPS officer Jyoti Trehan for the prestigious fellowship awards.

An expert on Modern History, Dr Reba Som was given the Fellowship for her project "Jawaharlal Nehru and Subhas Chandra Bose: Alternate Leadership Roles."

An IPS officer of Punjab cadre, Jyoti Trehan has been given the award to work on his project "The proceeds of crime and money laundering in the Indian context: How it impinges on national security." Trehan is at present, the Inspector-General of Police (Operations) in Punjab.

The Jawaharlal Nehru Fellowship is tenable for a period of two years and carries a stipend of Rs. 10,000 per month and a contingency grant of Rs. 15,000 per annum. With this, the Fund has so far awarded 137 fellowships.

Homoeopathic Teachers' Seminar

The Homoeopathic Medical Association of India, Karnataka State Branch — Teachers' Wing plans to host the first All India Homoeopathic Teachers' Seminar, to be held at Bangalore on 12th and 13th of February 2000. The seminar has become necessary because the homoeopathic teachers have to brace up to the challenges of the modernisation of higher education in general and medical education in particular. The seminar seeks to create an awareness of the efforts made by the various teachers in homoeopathic field to improve the receptivity of knowledge and skills among their students. There have been some notable efforts at improving the standards of teacher performance by inculcating the principles of higher education into homoeopathic context.

The participants will resolve on certain key factors for the improving of homoeopathic education. These resolutions will be passed on to the Central Council of Homoeopathy for consideration. Teachers in Homoeopathic Colleges from all over India and abroad are likely to attend.

Further details may be had from Dr. Munir Ahmed R, Organising secretary - AIHTS-2000, 403, 38th A Cross, 26th Main, 9th Block, Jayanagar, Bangalore-560 069. E-mail : aihts2000@hotmail.com

Computer Assisted Language Learning

Anna University, Chennai, plans to organise a National Seminar on CALL (Computer Assisted Language Learning) on 10-12 February 2000.

The use of computer has been found to be more effective and re-

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sult oriented in language teaching than in any other branch of education. Since a good proficiency in the communicative skills has become a basic requisite in any profession and for pursuing higher studies in any discipline, CALL has become a logical extension of class room teaching. The arrival of multimedia and internet has given CALL a global dimension and in the last ten years there has been a growing corpus of research studies into the ways in which computers can best facilitate language learning. By integrating technology with pedagogy in English language teaching, a large number of computer assisted language learning applications have been designed and developed for the acquisition of the language skills — reading, writing, speaking and listening.

The major objective of the three day Seminar is to sensitize the participants to CALL activities by providing a "state of the art" overview of the uses of computer to assist language learning. The seminar will provide a forum for the exchange of information about CALL methods and materials.

Themes such as second language acquisition research, error analysis, interactive approach, psychology of language learning and case study in education technology are proposed to be discussed. These will be of benefit to the language teachers, software developers, educators and researchers.

The seminar is being organised by the Department of Humanities and Social Sciences, Anna University in collaboration with the State Institute of English (Autonomous) Govt. of Tamilnadu and the DQ WEEK of Cybermedia publication.

Further details may be ob-

tained from Dr. D. Gnanasambandan, Convenor, National Seminar on CALL, A.C.T. Campus, Anna University,

Chennai-600 025, Tamil Nadu, Fax : 91-44-4455203, E-mail: dgsavvai@yahoo.com, dgsavvai@annauniv.edu

News from Agricultural Universities

Agri Varsities Athletic Meet

The First All India Inter-Agricultural University Athletic Meet (Men and Women) was recently organised at the CCS Haryana Agricultural University, Hisar.

While inaugurating the meet, Mr. Ajay Chautala, Member Parliament, exhorted the athletes to participate with true sportsman spirit and hoped that the meet will not only succeed in providing additional athletic talent to the country but would also foster national integration and fellow feelings among students from various regions of the country, who had come to participate in the meet.

Dr. Randhir Singh, Chairman, Organizing Committee, in his welcome address, highlighted various activities undertaken by the host university. He disclosed that CCSHAU was the first agricultural university in the country where a synthetic track had been laid at a cost of Rs. 1.20 crore. The 4-day sports events would be played on this track, he added.

According to Dr. R.D. Sharma, Chairman, Publicity Committee, about 500 athletes from 16 agricultural universities including the host university and the Indian Council of Agricultural Research (ICAR) took part in the meet.

Besides various track and field events, matches in Kabaddi, volleyball and table tennis were also played in the meet.

Punjab Agricultural University clinched the Overall Champi-

onship Trophy by securing 24 points while the host varsity with 22 points was declared the runners up.

In athletics, in men group, host HAU annexed the team championship by securing 68 points, while PAU and TNAU with 45 and 21 points remained second and third respectively.

However, in women group, the TNAU team with 77 points got team championship title, while PAU (51 points) and HAU (20 points) were declared second and third respectively.

Raj Singh of HAU and Sumedha Ghai of PAU were declared the best athletes in men and women group respectively.

Dr. S.L. Mehta, Deputy Director-General (Education), Indian Council of Agricultural Research (ICAR) gave away prizes to the winners.

Speaking on the occasion, Dr. Mehta said that apart from education, the ICAR now intended to concentrate to on promotion of sports in agricultural universities in the country. He revealed that the council was working on a proposal to encourage and recognise the staff as well as students of agri. varsities who excelled in sports. Dr. Mehta lauded the sports facilities at the CCSHAU and PAU and disclosed that other varsities would also be granted liberal grants to develop similar sports complexes.

Presiding over the function, Mr. Vinay Kumar, Vice-Chancellor of the host university, appreciated the ICAR for assigning the responsibility to conduct the meet. He said that the meet had succeeded in fostering fellow feelings among the student participants.

Some Results

Men's Group : Kabaddi: HAU (first), PAU (second), Punjab Rao Agri. University (third).

Table Tennis: PAU (first), HAU (second), PAU (third). **Volleyball:** PAU (first), TNAU (second), IARI (third). **4x100 metre relay:** UAS, Dharwad (first), PAU (second), HAU (third).

Women's Group : Volleyball: HAU (first), TNAU (second), MAU (third). **Table Tennis:** PAU (first), HAU (second), HPKV (third). **200 metres:** Sumedha Ghai of PAU (first), JA Rashmi and K.R. Vijayalatha of TNAU (second and third).

AIU NEWS

Management of University Administration

The Association of Indian Universities, in collaboration with the Institute of Development Studies, Lucknow University, recently organised a five day Training Programme on Management of University Administration.

The programme was inaugurated by Dr. N.K.S. Gaur, Minister of Higher Education, Govt. of Uttar Pradesh while the Keynote Address was delivered by Prof. K.B. Powar, Secretary General, AIU.

In his inaugural address, Prof. Gaur stressed the need for regularisation of academic sessions, timely completion of admissions and financial discipline. He emphasised the need to maintain autonomy in institutions of higher education as this was the only way the higher education system could perform and deliver results.

Prof. Powar in his keynote address emphasised the need for a change in the administrative set-up within the universities to make it more flexible and conducive to the needs of the stakeholders. He underlined the need to make

greater use of information technology.

Earlier, Prof. D.P. Singh, Vice Chancellor, Lucknow University, while welcoming the participants pointed out that the human dimension in management of university administration should not be over-looked.

Prof. Preetam Singh, Director, IIM, Lucknow in his presidential address noted that the managers of university administration should possess qualities of leadership, helpful nature, and knowledge of rules and regulations. This paved the way for smooth functioning.

Prof. A.K. Sengupta, Director, Institute of Development Studies proposed vote of thanks and stressed the need to maintain autonomy in universities and to develop a distinct work culture.

The subsequent deliberations of the workshop were divided into 16 technical sessions each with keynote speakers. The participants were imparted insights to effectively carry out and supervise the tasks of record management effec-

tive writing, noting & drafting, rules and procedures with regard to self development motivation, inter personal relationship and group dynamics, and effective leadership : Besides, a preliminary functional knowledge about computerisation of university administration was also provided.

Prof. D.P. Singh emphasised the AIU's role in higher education and appreciated its efforts to bring about improvement of higher education in the country.

Prof. B.B. Dhar in his presidential remarks stressed the need for : i) new educational institutions, ii) improve the existing institutions, and iii) enhancing relevance of education to the needs of the society

Recommendations

After detailed deliberations, emerged the following salient recommendations :

1. A student and society-oriented Total Quality Management (TQM) approach be adopted in the universities and academic institutions.

2. Universities should recognize the imperative need of using the business process re-engineering, where the objectives are first decided and then an optimal structure is evolved.

3. The university should accept the responsibility for ensuring employment or at least employability of the graduating students at all levels. Academic programmes, counselling, placement and training services should all be aimed towards that end and this should not be only limited to professional students but for all students.

4. In view of unleashing of potentials of liberalisation and globalisation, need-based, job-ori-

ented professional programmes be started and continuously monitored at regular intervals.

However, the academic contents, employment potentials and resource generating capacities of these programmes be evaluated and properly assessed in an open forum of external experts including captains of the industry, before these are sanctioned by the academic bodies of the universities.

5. Research and consultancy should be stressed to enhance the quality of knowledge, teacher capabilities and resource generation.

6. Appointment of teachers be made through open seminar systems followed by interview with least interference from non-academic sources.

The policy of reservation in appointment of teachers in universities and institutes of higher learning should be such that merit gets over-riding consideration.

7. Admission of students to undergraduate, postgraduate and professional programmes be decentralised, under the overall supervision and control of the Registrar and Controller of Examinations, and made on the basis of objectives tests, group discussions, interviews and merit.

a) Milestones and full-fledged academic calendar be drawn after due consultation and deliberations.

b) Minimum number of days of teaching, attendance for students and teachers be statutorily ensured.

8. Seventy five per cent question papers be set by the external examiners and twenty five per cent by internal examiners. The scheme of centralised examination system with decentralised operation be introduced. Moreover, con-

tinuous assessment of students by teachers be ensured and the practice of coding and decoding of answer scripts be encouraged.

The system of back-paper exam be totally scrapped and re-evaluation system be introduced.

9. Teachers should as far as possible be engaged mostly in academic and research activities and less in administrative activities, but they must take complete responsibility in conduct of examinations.

In view of experience of distortions created by rotation of headship in certain universities, the practice should be reviewed.

10. In order to maintain a healthy and tension free atmosphere on the university campus, a Proctor-Student Council should be established.

11. Suitable norms be evolved for conducting elections of teacher, students and non teaching employee unions. Accountability and healthy academic growth be made the fundamental criteria while formulating the code-of conduct in this regard.

12. The selection of Registrars and Finance Officers and Controller of Examinations be made by the universities and the Vice Chancellors be appointed through open selection committee and academic excellence be the essential qualification for the appointments.

13. Both academic and financial autonomy be given to the universities because academic academic autonomy without financial autonomy is a misnomer.

14. Rigorous financial discipline be maintained in an integrated approach to planning, programming, budgeting, accounting and auditing the norm of transparency be ensured at every stage of

financial administration of universities.

15. The problem of fiscal crises looming large on the universities be resolved through : I) continuous revision in the fee structure II) self-financing courses III) donation by alumni, industrialists, business houses, etc IV) suitable loans and sponsorship scheme V) creation of academic chairs by industries, business houses and large scale consultancies VI) to meet out capital requirement of the universities, creation of Higher Education Finance Corporation at national level and state level VII) cost effective management of expenditure VIII) creation of corpus IX) development fund be created in which quarter per cent of salary be contributed by university staff X) private investment be encouraged XI) utilisation of under-utilised and un-utilised capacities of universities through double shift educational programmes XII) state grants should at least meet the salary component of universities and XIII) education expenditure — GDP ratio be raised to six per cent and higher education expenditure — GDP ratio be raised to 2 per cent.

16. Use of internet and information technologies by the universities should be promoted to enhance administrative efficiency.

**ACHARYA N.G. RANGA
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Corrigendum to
Advt. No.4/RC/98, Dated: 15-11-99

B. ASSOCIATE PROFESSORS
(Faculty of Agriculture)

Published in	Corrected (to be read as)	No. of vacancies advertised
1. Agricultural Engineering	Agricultural Economics	2 (B-1, ST-1)

V. PRABHAKAR RAO
Registrar

Calendar of Events

Proposed Dates of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary / Officer to be contacted
✓ Dec. 28-30 1999	XIII National Conference on Teacher Education	Integrating Theory and Practice in Teacher Education	BLDEA's, J.S.S. College of Education, Bijapur	Dr. V.V. Malagi, Conference Director and Principal, B.L.D.E.A's, J.S.S. College of Education, Solapur Road, Bijapur-586 103 Karnataka State
✓ Feb. 10-12 2000	National Seminar on CALL (Computer Assisted Language Learning)	To sensitise participants to CALL activities	Dept. of Humanities & Social Sciences, Anna University	Dr. D. Gnanasambandan Convenor, National Seminar on CALL, A.C.T. Campus, Anna University, Chennai-600 025
✓ Feb. 12-13 2000	All India Homoeopathic Teachers' Seminar	To improve the receptivity of knowledge and skills in Homoeopathy	The Homoeopathic Medical Association, Karnataka State Branch-Teachers' Wing	Dr. Munir Ahmed R. Organising Secretary AIHTS-2000 403, 38th A Cross, 26th Main, 9th Block Jayanagar, Bangalore-560 069 E-mail: aihts.2000@hotmail.com
✓ Mar. 01-04 2000	International Conference on Lasers and their Applications (INCOLA-2000)	To focus on new developments in spectroscopy and lasers and their applications	Dept. of Physics St Joseph's College Tiruchirappalli (Tamil Nadu)	Dr. A. Savarinandam Convenor, INCOLA-2000 Dept. of Physics, St. Joseph's College Tiruchirappalli-620 002

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BOOK REVIEW

Bureaucracy India

Padam Nabh Gautam*

Sampla Omprakash. Bureaucracy India : On the Eve of India's Independence Golden Jubilee. Jalandhar Cantt., Darshan Traders and Advertisers, Nalanda Saumya Publications, 1997, pp.xi+183, Rs. 330/-.

Bureaucracy India has been edited by Sampla Omprakash as a bi-product of the National Seminar on Challenges, Expectations and Performance of Bureaucracy in India — April 4-5, 1996 at IIT Kanpur. It contains 36 papers which include opening address, inaugural speech, presidential address and a poem. There are many papers in the book which have got little relevance with the main theme of the book. To mention a few, Human Rights and the Fundamental Freedoms by P.M. Bakshi, Political Parties and Societal Values, Notes on Indian Politics by Satish Saberwal, and Humanities and Social Sciences by R.R. Barthwal fall into this category. Similarly many of the quotes by great men sprinkled hither and thither all over the book have no relevance with the book.

The book is full of editing and spelling mistakes making it difficult for the reader to comprehend what a paper writer wants to convey. To give a lone example, these mistakes have made it difficult to conclude what a prolific writer and a columnist of the stature of a retired police officer Ved Marwah wants to conclude in the following concluding para of his paper : "To conclude, let me add that the Indian bureaucracy is not ashamed of itself despite our being a much less

developed nation, with a large fraction of the population being below the poverty line. It has to put up with our constitution being regarded as a big force and no respect being given to the guiding principles of the Constitution especially to liberty, equality and fraternity. And yet our bureaucrats have proved their mettle. Its time people changed their attitude towards the bureaucracy."

However, the book is not without some worthwhile material. Some of the papers are very well written. Virender Singh has nicely discussed relationship between bureaucrats and politicians in his paper, The Political Executive and the Bureaucracy. Manoj Singh has also clearly described his point in his paper, Changing Nature of Bureaucracy in Governance with the Politicians and Resulting Stress. Parkash Singh in Tarnishing Khaki, after pointing out the practical difficulties has successfully advocated for the amendment of the Act of 1860 to make police accountable to the law of the land. The Culture of Inaction by Mathew Arnold, though not related to the Seminar and the courtesy of The Tribune, is a good addition to the book. Amit, Ashish Anand, Damnish Kumar and Prashant Kamal with the help of the two parts of their sample have made really good observations in their paper, Bureaucrats : Some Observations. Binayak Rath's Bureaucracy, Rehabilitation and Resettlement Policies in

India is a good blend of theoretical as well as practical discussion. He has rightly advised the bureaucrats to take the social welfare approaches of the government seriously. S. Omprakash's Towards Synergism and Community Psychology makes a good theoretical discussion. Sampla Omprakash in his paper Intervention My Foot — Says an Indian Poor has very clearly discussed the socio-economic condition of the down trodden dalits and suggested the use of community psychology for the improvement of their lot.

Last paper, Are Roars of Lioness : Stilled by Jackals? by Sampla Omprakash is more an eulogy of Mayavati than a critical analysis of the role of or interaction between "Maya And Bureaucrats." The learned Professor could have mentioned this in some other books which would have served his purpose better than the present one which requires a serious discussion on the role of bureaucracy in India and the efforts which we should make to equip it to serve as an instrument of social justice and economic development. Excerpts of the ideas of Baba Sahib Dr. B.R. Ambedkar and Kanshi Ram in the paper are also irrelevant and out of place. References to Mulayam Singh, his criticism, and sentences like "Mayavati might tear Mulayam Singh Yadav to shreds" are not the methods of intellectual criticism in civilized societies. Such a style is not suited for a secular pluralistic society like India more especially to the status of a professor of a reputed Institute like IIT Kanpur.

In nut shell, the book may be useful for a casual chit-chat but can hardly be considered "absorbing and an unprecedented monument of the intelligentsia's effort to improve the bureaucratic functioning" as claimed by the editor of the book. □

*Deptt. of Public Administration, Himachal Pradesh University, Summer Hill, Shimla-171 005.

THESES OF THE MONTH

A list of doctoral theses accepted by Indian Universities (October-November 1999)

SOCIAL SCIENCES

Anthropology

1. Patil, Prakash Vishwanath. *A biomedical study of Siddis of Karnataka.* (Dr P B Gai), Department of Anthropology, Karnatak University, Dharwad.

Commerce

1. Bhigania, R M. *Problems and prospects of small scale industries in Marathwada Region : A case study of Nanded District.* (Dr Deshmukh R D), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

2. Joshi, P D. *A study of viability of Textile Corporation of Marathwada TEXCOM Ltd.* (Dr Joshi J V), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

3. Ray, Rudra Narayan. *A study of marketing costs in coal mining industry in India with special reference to WCL Nagpur, 1989-90 to 1994-95.* (Dr N B Vaidya), Department of Commerce, Nagpur University, Nagpur.

4. Saxena, Niraj. *Techno-economic marketing appraisal and planning of computer industry in India.* (Dr S P Kaushik), Department of Commerce, Dayalbagh Educational Institute, Agra.

5. Shukla, Avadh Pratap. *Madhya Pradesh mein vyavasayik shiksha : Ek mulyankan, Vindhya kshetra mein uchch shiksha ke vishesh sandarbh mein.* (Dr I P Tripathi), Department of Commerce, Awadhesh Pratap Singh University, Rewa.

Economics

1. Banumathi, M. *Factors influencing the capitalisation of Indian commercial banks since 1975.* (Dr G Ramathilagam), Department of Economics, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

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